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ABSTRACT

The project was conceived to create a permanent regional staff development system for education of adults. Staff needs were determined by each State in the region (District of Columbia, Maryland, Pennsylvania, Virginia, and West Virginia) through a survey. The survey also provided information about unique resources and approaches that could be shared effectively throughout the region, avoiding inefficient duplication. The most significant result of the needs survey was the development of an on-going process for identifying ideal staff roles, the functions to be performed in each role, and the specification of the competencies and criteria levels required for acceptable performance. The project has gone through two phases, a portion of which involved an analysis of participants in staff development activities. The third phase is to begin in July 1975, and is perceived in terms of factors which would indicate to planners that a permanent staff development system does exist. The regional office provides services and activities to the project in administration, technical assistance, program and staff development activities, and project evaluation. Regional programs for each State outline State objectives and list State staff. (The 100-page appendix provides guidelines, models, and project-related material.) (AG)

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USOE Region III Adult Education Staff Development Project

FIRST ANNUAL REPORT

JULY 1972 - JUNE 1973

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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Jessie K. Ulin
Project Director
September, 1973

Conferences and Institutes Division, University College
University of Maryland, College Park, Maryland 20742
Telephone: (301) 454-5481

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I. PURPOSE

THE REGION III ADULT EDUCATION STAFF DEVELOPMENT PROJECT WAS CONCEIVED TO CREATE A PERMANENT REGIONAL STAFF DEVELOPMENT SYSTEM FOR EDUCATION OF ADULTS. IT IS ENVISIONED THAT ACHIEVEMENT OF THIS PURPOSE WOULD IMPROVE THE PRACTICE OF ADULT EDUCATION BY ESTABLISHING:

1. A COMMITMENT TO AND A SYSTEM FOR LONG-RANGE PLANNING FOR THE DEVELOPMENT OF ADULT EDUCATION STAFF IN EACH STATE, AND ACROSS STATE BOUNDARIES THROUGHOUT THE REGION;

2. SOPHISTICATED CAPABILITY IN EACH STATE TO DELIVER STAFF DEVELOPMENT ACTIVITIES;

3. COMPLEMENTARY AREAS OF SPECIALIZATION AND UNIQUE PROGRAMS IN EACH STATE, AND A PROCESS FOR THE SHARING AND COORDINATION OF THESE RESOURCES ACROSS STATE LINES;

4. A COMMON LANGUAGE DESCRIBING COMPETENCIES FOR THE VARIOUS ROLES AND FUNCTIONS OF ADULT EDUCATION STAFF TO FACILITATE INTERCHANGE OF PERSONNEL AND ACTIVITIES THROUGHOUT THE REGION.

GENERAL GOALS

THE CENTRAL PURPOSE CAN BE FURTHER DESCRIBED BY THE FOLLOWING GENERAL OBJECTIVES:

1. TO ESTABLISH AT LEAST ONE ADULT EDUCATION STAFF DEVELOPMENT PROGRAM IN AN INSTITUTION OF HIGHER EDUCATION IN EACH STATE TO REFLECT THE GEOGRAPHIC,RACIAL AND CULTURAL NEEDS OF THE REGION;

2. TO BUILD STAFF DEVELOPMENT CAPABILITY BY INCREASING THE NUMBER, SCOPE AND QUALITY OF TRAINING RESOURCES WITHIN EACH STATE WHICH WILL CONTINUE AND EXPAND AFTER THE COMPLETION OF THE THREE-YEAR PROJECT;

3. TO DEVELOP A COMMITMENT TO, AND METHODOLOGY FOR, THE MAINTENANCE OF AN ON-GOING STATE PLAN INCORPORATING A REGIONAL CONCEPT OF STAFF DEVELOPMENT, AND A CONTINUOUS ASSESSMENT OF NEEDS;

4. TO DEVELOP COMPLEMENTARY AREAS OF EXPERTISE IN ADULT EDUCATION AMONG PARTICIPATING PROGRAMS, AGENCIES AND ORGANIZATIONS; DEVELOP BROAD CAPABILITIES TO IMPLEMENT COORDINATION OF STAFF DEVELOPMENT ON BOTH A REGIONAL AND STATE-WIDE BASIS;

5. TO PROVIDE READILY ACCESSIBLE EDUCATIONAL OPPORTUNITIES IN LOCAL AREAS; ESTABLISHING A HIGHLY TRAINED BASE OF LOCAL LEADERSHIP IN ADULT EDUCATION, CONSONANT WITH THE RACIAL AND CULTURAL COMPOSITION OF THE AREA;

6. TO RELATE SYSTEMATICALLY TO THE TOTAL ADULT EDUCATION COMMUNITY INCLUDING: PROFESSIONAL TRAINING PROGRAMS, CEPT, WIN, MDTA, AMIDS, AND INTER-AGENCY PUBLIC AND PRIVATE PROGRAMS;

7. TO ENHANCE THE STATUS OF ADULT EDUCATION DIVISIONS WITHIN STATE DEPARTMENTS OF EDUCATION, ENCOURAGING THE DIRECTION OF STATE AND LOCAL FUNDS INTO ADULT EDUCATION STAFF DEVELOPMENT;

8. TO DEVELOP A TRAINING MODEL BASED ON THE DESCRIPTION OF ROLES, FUNCTIONS AND TASKS FOR ALL ADULT EDUCATION STAFF.

II. THE NEED FOR A PERMANENT ADULT EDUCATION STAFF DEVELOPMENT SYSTEM

REGION III CAN BE CHARACTERIZED AS A MICROCOSM OF THE UNITED STATES, ENRICHED BY ETHNIC, GEOGRAPHIC AND SOCIAL DIVERSITY. WITHIN THE SIX STATES OF THIS AREA THERE ARE A DOZEN MAJOR URBAN CENTERS AND THEIR SUBURBAN SATELLITE COMMUNITIES, SCORES OF TOWNS, AND MANY RURAL ENCLAVES AND AGRICULTURAL ENTERPRISES, BOTH LARGE AND SMALL. THE PEOPLE AND INSTITUTIONS OF THIS REGION ARE ACTIVELY INVOLVED IN SEEKING TO RESOLVE ISSUES RELATED TO RAPID GROWTH: POPULATION SHIFTS, THE QUALITY OF RURAL AND URBAN LIFE, AND EFFECTIVE UTILIZATION AND DEVELOPMENT OF ITS HUMAN AND NATURAL RESOURCES. THE NINE MILLION ADULTS IN THIS REGION WHO HAVE NOT COMPLETED HIGH SCHOOL ARE THE MOST IMMEDIATE AND VULNERABLE VICTIMS OF THE PROBLEMS ASSOCIATED WITH THE RAPID CHANGES IMPACTING ON THIS AREA. (SEE APPENDIX, TABLE A, FOR SELECTED POPULATION CHARACTERISTICS THAT RELATE TO ADULT EDUCATION PROGRAMS).

ADULT EDUCATION ACTIVITIES DESIGNED TO RESPOND TO THE NEEDS OF THESE NINE MILLION PEOPLE ARE CURRENTLY REACHING APPROXIMATELY 326,000, WITH 72,000 ADULTS ENROLLED IN ABE PROGRAMS. THESE SERVICES ARE FINANCED BY FEDERAL, STATE AND LOCAL FUNDS IN THE AMOUNT OF $11,619,099. LESS THAN HALF OF THE SCHOOL DISTRICTS IN THE REGION OPERATE ABE PROGRAMS AND SLIGHTLY MORE THAN HALF OPERATE OTHER HIGH SCHOOL PROGRAMS, (I.E., HIGH SCHOOL COMPLETION, GED). (SEE APPENDIX TABLES B AND C).

THESE PROGRAMS ARE STAFFED BY APPROXIMATELY 500 PART-TIME AND 140 FULL-TIME ADMINISTRATORS AND OVER 11,000 TEACHERS, ALMOST ALL OF WHOM WORK IN EVENING PROGRAMS ON A PART-TIME BASIS (6-8 HOURS PER WEEK). A MUCH SMALLER NUMBER OF TEACHER-AIDES AND COUNSELORS SUPPORT THE INSTRUCTIONAL ACTIVITIES.

THE COMMON NEED OF ALL PROFESSIONALS TO MAINTAIN COMPETENCE BY ENGAGING IN ON-GOING DEVELOPMENTAL ACTIVITIES, APPLIES PARTICULARLY TO ADULT EDUCATORS BECAUSE OF THE UNIQUE FACT THAT THIS PROFESSION IS CURRENTLY COMPOSED PRIMARILY OF INDIVIDUALS TRAINED IN OTHER DISCIPLINES, AND BECAUSE OF THEIR INTIMATE INVOLVEMENT WITH THE ADULT STUDENT AND THE EVER-CHANGING SOCIETAL FORCES ACTING UPON THEM.

DESPITE THIS NEED, A WIDE GAP HAS EXISTED BETWEEN THE NUMBER OF ADULT EDUCATION STAFF EMPLOYED (TABLE D), AND THE NUMBER PARTICIPATING IN STATE AND LOCAL IN-SERVICE TRAINING PROGRAMS. IN STATES WHERE SUCH PROGRAMS WERE CONDUCTED PRIOR TO THE INCEPTION OF THIS PROJECT, THE AMOUNT OF TIME SPENT IN STAFF DEVELOPMENT ACTIVITIES AVERAGED ONLY ABOUT TEN HOURS A YEAR FOR TEACHERS AND AIDES, AND ABOUT FORTY HOURS FOR ADMINISTRATORS AND SUPERVISORS, (TABLE E). THE DEARTH OF DEVELOPMENTAL ACTIVITIES REPORTED AND THE LACK OF WIDER PARTICIPATION CAN BE ATTRIBUTED TO SEVERAL INTER-RELATED FACTORS, AMONG THEM:

1. THE PART-TIME AND EVENING PATTERN OF EMPLOYMENT REQUIRES THAT THE MAJOR PORTION OF ADULT EDUCATION STAFF HOLD TWO JOBS, WITH PRIMARY DAYTIME POSITIONS IN OTHER FIELDS. THIS MAKES IT DIFFICULT, IF NOT IMPOSSIBLE, FOR STAFF TO ENGAGE IN MANY OF THE TRADITIONAL FORMS OF DEVELOPMENTAL ACTIVITY, REGARDLESS OF THEIR COMMITMENT TO ADULT EDUCATION.

2. ADULT EDUCATION IN ITS PRESENT FORM IS A RELATIVELY NEW AND UNDERDEVELOPED ACADEMIC FIELD OF STUDY. THERE HAS BEEN AN INSUFFICIENT SUPPLY OF CAPABLE TEACHER-TRAINERS AND AN INADEQUATE RESEARCH BASE UPON WHICH TO BUILD UNDERSTANDING OF THE UNIQUE COMPETENCIES NECESSARY FOR EFFECTIVE ADMINISTRATION, TEACHING AND COUNSELING IN PROGRAMS FOR ADULTS. PRIOR TO JULY 1972, ONLY ONE INSTITUTION OF HIGHER EDUCATION IN THIS REGION OFFERED A PROFESSIONAL PROGRAM IN ADULT EDUCATION.

3. EDUCATION AGENCIES AT ALL LEVELS OF GOVERNMENT HAVE ALLOCATED A VERY SMALL PORTION OF THEIR BUDGETS TO SERVE THE NEEDS OF THE ADULT STUDENT POPULATION. THEREFORE, PROGRAM ADMINISTRATORS ARE RELUCTANT TO, AND OFTEN PROHIBITED BY REGULATIONS FROM, MAKING EXPENDITURES FROM ALREADY INADEQUATE FUNDS FOR STAFF DEVELOPMENT ACTIVITIES.

4. THE SEVERE FINANCIAL CONSTRAINTS WHICH LIMIT THE SIZE AND PUBLIC EMPLOYMENT OPPORTUNITIES OF THE STAFF, AND THE NUMBER OF DEVELOPMENTAL ACTIVITIES THAT CAN BE CONDUCTED, ALSO LIMITS THE ABILITY OF INSTITUTIONS TO EMPLOY AND/OR TRAIN INDIVIDUALS WITH UNIQUE BUT ESSENTIAL SPECIALIZATIONS, SUCH AS PROFESSIONAL COUNSELORS, AND TEACHERS WITH SKILLS DIRECTED AT SPECIAL POPULATIONS SUCH AS THE ADULT HANDICAPPED.

5. BECAUSE ADULT EDUCATION HAS EMERGED ONLY RECENTLY AS A PRIMARY PUBLIC CONCERN AND A DISCRETE FIELD OF ACADEMIC STUDY, A WIDE VARIETY OF EDUCATIONAL SERVICES TO ADULTS WERE PROVIDED BY A LARGE NUMBER OF DIFFERENT INSTITUTIONS IN ISOLATION. THERE HAS BEEN A LACK OF KNOWLEDGE ABOUT AND COORDINATION OF THE STAFF DEVELOPMENT ACTIVITIES AND TRAINING RESOURCES ACTUALLY IN EXISTENCE AND POTENTIALLY AVAILABLE TO STAFF IN THE REGION.

A VARIETY OF PROCEDURES WERE USED TO TRANSLATE THE ISSUES DESCRIBED IN THE ABOVE NARRATIVE INTO A FORMAT UPON WHICH OPERATIONAL PROGRAM PRIORITIES COULD BE BUILT.

EACH STATE CONDUCTED A BROAD STUDY OF STAFF NEEDS FOLLOWING GUIDELINES DEVELOPED BY THE UNIVERSITY OF MARYLAND STAFF AND THE REGIONAL PLANNING COUNCIL. (SEE PAGE 127 FOR THE GUIDELINES USED).

AS CAN BE SEEN IN THE SUMMARY OF FINDINGS IN TABLE G, TWO AREAS OF NEED RECEIVED GREATEST EMPHASIS:

1. THE DEVELOPMENT OF A HIGHER EDUCATION CAPABILITY FOR ADULT EDUCATION STAFF DEVELOPMENT IN THE REGION; AND

2. THE DEVELOPMENT OF A CLOSE LIAISON BETWEEN FACULTIES IN HIGHER EDUCATIONAL INSTITUTIONS AND STAFF OF STATE DEPARTMENTS OF ADULT EDUCATION.

CLOSE COORDINATION BETWEEN EDUCATIONAL INSTITUTIONS AND STATE DEPARTMENTS OF EDUCATION WAS THOUGHT TO BE ESSENTIAL, NOT ONLY FOR THE DEVELOPMENT OF DEGREE PROGRAMS AND CREDIT WORK, BUT ALSO TO ENCOURAGE THE POOLING OF RESOURCES FOR THE DEVELOPMENT AND CONDUCT OF SPECIFIC TRAINING ACTIVITIES SUCH AS INSTITUTES, WORKSHOPS, SEMINARS, AND THE OFFERING OF TECHNICAL ASSISTANCE FOR THE SOLUTION OF SPECIAL PROBLEMS.

IN ADDITION, THIS SURVEY PROVIDED INFORMATION ABOUT UNIQUE RESOURCES AND APPROACHES IN EXISTENCE OR UNDER DEVELOPMENT THAT COULD BE SHARED EFFECTIVELY THROUGHOUT THE REGION AVOIDING INEFFICIENT DUPLICATION.

1. DELAWARE: FOUNDATIONAL STUDIES OF ADULT EDUCATION AND READING CENTER TRAINING AT THE UNIVERSITY OF DELAWARE;

2. DISTRICT OF COLUMBIA: LOCAL IN-SERVICE TRAINING IN EDUCATION CONDUCTED JOINTLY BY D. C. PUBLIC SCHOOLS AND D. C. TEACHERS COLLEGE;

3. MARYLAND: STAFF DEVELOPMENT VIA TELEVISION ON STATE LEVEL; AND SPECIAL TRAINING PROGRAMS FOR COUNSELORS;

4. PENNSYLVANIA: EXTERNAL DEGREE PROGRAM AND MEDIA DELIVERY SYSTEM PLANNED BY TEMPLE UNIVERSITY;

5. VIRGINIA: SPECIALIZATION IN ABE AND INDIVIDUALIZED INSTRUCTION AT MASTER'S DEGREE LEVEL AT VIRGINIA COMMONWEALTH UNIVERSITY;

6. WEST VIRGINIA: CLOSE RELATIONSHIP BETWEEN ADULT EDUCATION AND VOCATIONAL EDUCATION AT STATE DEPARTMENT OF EDUCATION AND AT MARSHALL UNIVERSITY, AND MATRIX PLAN FOR STUDENT LEARNING EXPERIENCES.

THE MOST SIGNIFICANT RESULT OF THE NEEDS SURVEY IS THE DEVELOPMENT OF AN ON-GOING PROCESS FOR IDENTIFYING IDEAL STAFF ROLES, THE FUNCTIONS TO BE PERFORMED IN EACH ROLE AND THE SPECIFICATION OF THE COMPETENCIES AND CRITERIA LEVELS REQUIRED FOR ACCEPTABLE PERFORMANCE. (SEE PAGE 137). THE PROCESS FOCUSES ON AN ASSESSMENT OF THE RELATIONSHIP BETWEEN THE ACTUAL AND THE IDEAL. STAFF DEVELOPMENT ACTIVITIES CAN THEN BE DESIGNED TO BRIDGE THE IDENTIFIED GAP BETWEEN WHAT DOES EXIST IN THE PRESENT AND WHAT PRACTICAL EXPERIENCE AND PROFESSIONAL KNOWLEDGE INDICATE SHOULD EXIST IN ORDER FOR ADULT EDUCATION ACTIVITIES TO BE MOST EFFECTIVE.

PROJECT FINDINGS INDICATE THAT A PERMANENT COMPREHENSIVE STAFF DEVELOPMENT SYSTEM DESIGNED TO REACH AND MEET THE NEEDS OF EVERY STAFF PERSON IS THE ONLY WAY TO INSURE THE CONTINUED EXISTENCE OF WELL-TRAINED ADULT EDUCATORS, EFFECTIVE DELIVERY SYSTEMS, AND ADEQUATE FUNDING: THE ESSENTIAL INGREDIENTS FOR BRINGING SERVICES TO THE NINE MILLION PEOPLE OF GREATEST NEED.

III. OVERVIEW OF THE PROJECT IN HISTORICAL PERSPECTIVE

IN LATE 1970 THE STATE DIRECTORS OF ADULT EDUCATION IN HEW REGION III MET FOR THE PURPOSE OF DISCUSSING THE NEED FOR TRAINING OF ADULT EDUCATION PERSONNEL. THESE MEETINGS WERE PRECIPITATED BY THE REDESIGNATION OF REGION III TO EXCLUDE NORTH CAROLINA AND KENTUCKY, STATES WHICH CONTAINED THE MOST ACTIVE UNIVERSITY TRAINING PROGRAMS FOR ADULT EDUCATORS IN THE REGION. OVER THE NEXT SEVERAL MONTHS THESE MEETINGS CONTINUED, AND THE GROUP SOUGHT ADVICE FROM KEY PEOPLE IN THE REGION, INCLUDING SEVERAL UNIVERSITY REPRESENTATIVES. IN MAY 1971, THE SIX STATE DIRECTORS ASKED THE CONFERENCES AND INSTITUTES DIVISION, UNIVERSITY OF MARYLAND, TO COORDINATE THE DEVELOPMENT OF A COMPREHENSIVE PLAN FOR IMPROVING THE PRACTICE OF ADULT EDUCATION, AND TO ADMINISTER THE PROGRAM IF FUNDS WERE TO BECOME AVAILABLE. THE UNIVERSITY OF MARYLAND AGREED TO ACCEPT THIS RESPONSIBILITY AND BEGAN TO WORK WITH THE STATE DIRECTORS AND THE U. S. OFFICE OF EDUCATION. SUBSEQUENT TO THIS AGREEMENT, VIRGINIA COMMONWEALTH UNIVERSITY PROVIDED PLANNING FUNDS FROM MONIES REMAINING FROM A 1971 SUMMER TEACHER TRAINING PROJECT. IN SEPTEMBER 1971, ADDITIONAL FUNDS WERE MADE AVAILABLE BY VCU FOR A SUB-CONTRACT TO THE UNIVERSITY OF MARYLAND TO UNDERTAKE A COMPREHENSIVE NINE-MONTH PLANNING PROJECT.

THESE EFFORTS CULMINATED IN THE SPRING OF 1972 WHEN USOE AWARDED A CONTRACT TO THE UNIVERSITY OF MARYLAND TO INAUGURATE THE PROGRAM CONCEIVED AND ARTICULATED DURING THE PREVIOUS EIGHTEEN MONTHS.

THE FIRST OPERATIONAL YEAR HAS GIVEN NEW PERSPECTIVES TO THE PROJECT, WHICH HAVE IMPLICATIONS FOR PROGRAM CONTENT, ORGANIZATIONAL AND STRUCTURAL RELATIONSHIPS, PERSONNEL, AND FUNDING PATTERNS.

THREE DISTINCT PROJECT PHASES HAVE NOW BECOME MORE CLEARLY EVIDENT. THE INITIAL PHASE BEGINNING IN 1970 AND ENDING IN JUNE 1972, ENCOMPASSES ALL THE PLANNING ACTIVITIES CONDUCTED PRIOR TO RECEIPT OF THE USOE GRANT AND THE ESTABLISHMENT OF A REGIONAL PROJECT OFFICE. THE SECOND PHASE DESCRIBED THE FIRST THREE OPERATIONAL YEARS. THE THIRD PHASE WILL LAUNCH THE PERMANENT REGIONAL STAFF DEVELOPMENT SYSTEM.

VIEWING THE PROJECT IN THIS WAY PROVIDES A FRAMEWORK WITHIN WHICH TO DESCRIBE AND ASSESS THE CHANGING REQUIREMENTS IN THE FOUR MAJOR AREAS OF PROJECT CONCERN: PROGRAM, STRUCTURE, PERSONNEL, AND FUNDING.

PHASE ONE

1. PROGRAM - IN THE PLANNING PHASE, THE STATE DIRECTORS, WITH THE ASSISTANCE OF ADVISORY COUNCILS SELECTED BY THEM, UNIVERSITY OF MARYLAND STAFF, AND REPRESENTATIVES OF SEVERAL HIGHER EDUCATION INSTITUTIONS DEVOTED A YEAR TO THE DEVELOPMENT OF PLANS AND ULTIMATELY A PROPOSAL TO USOE FOR THE FUNDING OF A REGIONAL ADULT EDUCATION STAFF DEVELOPMENT PROGRAM. THE ISSUES CONFRONTING THE PLANNERS

INVOLVED PROBLEM DEFINITION, NEED DETERMINATION, IDENTIFICATION OF RESOURCES, DATA COLLECTION, AND THE DEVELOPMENT OF OBJECTIVES, PROCEDURES, AND GENERAL PLANS FOR OPERATION.

DURING THIS TIME, ATTENTION WAS ADDRESSED TO QUESTIONS SUCH AS:

WHY SHOULD THE PROJECT BE UNDERTAKEN?

WHAT TARGET POPULATIONS SHOULD THE PROJECT SERVE? WHY?

WHAT PROCEDURES SHOULD BE USED TO DETERMINE NEED?

WHAT PROCESSES SHOULD BE USED TO DELIVER SERVICES?

WHAT RESOURCES EXIST?

WHAT PRIORITIES SHOULD BE ESTABLISHED IN DEVELOPING NEW RESOURCES?

HOW CAN THE EFFECTIVENESS OF THE PROJECT BE MEASURED?

WHAT KIND OF ORGANIZATION SHOULD BE CREATED TO GUIDE THE TASKS TO BE ACCOMPLISHED?

THE ANSWERS TO THESE QUESTIONS FORMED THE BASIS OF STATE AND REGIONAL PLANS FOR ADULT EDUCATION STAFF DEVELOPMENT AND THE PROPOSAL FOR FUNDING SENT TO USOE. (SEE PAGE 127 FOR "GUIDELINES FOR DEVELOPMENT OF STATE PLANS").

OTHER ACCOMPLISHMENTS OF THIS PLANNING PHASE WERE:

A. THE ARTICULATION OF A CONCEPTUAL FRAMEWORK UPON WHICH THIS PROJECT IS PREDICATED;

B. THE ESTABLISHMENT AND OPERATION OF STATE PLANNING COMMITTEES FOR EACH STATE;

C. THE IMPLEMENTATION OF AN IN-DEPTH STUDY OF THE STAFF DEVELOPMENT RESOURCES AND NEEDS IN EACH STATE;

D. THE ARTICULATION OF A DETAILED STAFF DEVELOPMENT PLAN FOR EACH STATE AND FOR THE REGION FOR 1972-73 AND A PROJECTED PLAN FOR THE TWO SUBSEQUENT YEARS, 1973-74 AND 1974-75;

E. ESTABLISHMENT OF CRITERIA FOR THE SELECTION OF AT LEAST ONE HIGHER EDUCATIONAL INSTITUTION IN EACH STATE FOR A DEGREE PROGRAM, AND IDENTIFICATION OF THE INSTITUTION;

F. THE DEVELOPMENT OF WORKING AGREEMENTS WITH THE COOPERATING HEI'S;

G. THE DEVELOPMENT OF A DETAILED PROJECT BUDGET WITH SPECIFIC COMMITMENTS FOR MATCHING STATE AND INSTITUTIONAL CONTRIBUTIONS.

2. ORGANIZATIONAL AND STRUCTURAL RELATIONSHIPS - DURING THE FIRST PHASE, STRUCTURES EVOLVED THAT WERE APPROPRIATE FOR DEALING WITH THE TASKS OUTLINED ABOVE.

THE POLICY AND PLANNING BOARD, CONSISTING OF THE SIX STATE DIRECTORS AND THE UNIVERSITY OF MARYLAND STAFF SERVED AS THE PRIMARY PLANNING AND DECISION MAKING BODY. CONSULTATION WAS SOUGHT WITH A VARIETY OF ADVISORS INCLUDING REPRESENTATIVES FROM USOE AND INSTITUTIONS OF HIGHER EDUCATION.

STATE PLANNING COMMITTEES WERE SELECTED BY EACH STATE DIRECTOR ON THE BASIS OF GUIDELINES DEVELOPED BY THE PLANNING AND POLICY BOARD TO INCLUDE REPRESENTATION FROM STATE DEPARTMENTS OF EDUCATION, LOCAL ADULT EDUCATION AGENCIES, TEACHERS OF ADULTS, HIGHER EDUCATION INSTITUTIONS AND, IF CONSIDERED APPROPRIATE BY THE STATE DIRECTOR, REPRESENTATION FROM BUSINESS, INDUSTRY, AND OTHER INSTITUTIONS BOTH PUBLIC AND PRIVATE WITH INTERESTS IN ADULT EDUCATION. UNDER THE LEADERSHIP OF THE STATE DIRECTORS OF ADULT EDUCATION, THESE COMMITTEES FUNCTIONED AS WORKING TEAMS WITH RESPONSIBILITY FOR THE PREPARATION OF STATE PLANS FOR STAFF DEVELOPMENT.

UNIVERSITY OF MARYLAND STAFF, GUIDED BY DR. JOHN H. BUSKEY AND DR. GERALD C. HANBERRY, PROVIDED ADVICE, DIRECTION, AND COORDINATION OF EFFORT. STRUCTURAL ARRANGEMENTS WERE FLEXIBLE, WITH RESPONSIBILITIES UNDERTAKEN AS NEEDS AROSE AND TASK REQUIREMENTS INDICATED. THE PLANNING TEAM MAINTAINED

CONTINUOUS DIRECT CONTACT WITH STATE AND LOCAL ADULT EDUCATORS AND UNIVERSITY REPRESENTATIVES AT VARIOUS LOCATIONS THROUGHOUT THE REGION IN ORDER TO ENSURE THAT INPUTS WERE GATHERED FROM THE WIDEST POSSIBLE SPECTRUM OF THE ADULT EDUCATION COMMUNITY.

LIMITED BUT SUFFICIENT FUNDS WERE MADE AVAILABLE BY VCU TO PROVIDE STAFF SUPPORT AT THE UNIVERSITY OF MARYLAND. STATE DIRECTORS AND OTHER PERSONNEL OF DEPARTMENTS OF EDUCATION AND LOCAL AGENCIES, AND UNIVERSITY REPRESENTATIVES, PROVIDED INVALUABLE STAFF TIME AND THE OTHER SUPPORTIVE SERVICES NECESSARY TO ACCOMPLISH THE TASKS OF THIS PLANNING PHASE.

SECOND PHASE

1. PROGRAM - THE REGIONAL AND STATE PROGRAMS CONDUCTED DURING THE FIRST YEAR OF OPERATION, INCLUDING SPECIFIC OBJECTIVES, RESULTS OF THE ACTIVITIES, AND RECOMMENDATIONS FOR THE FUTURE, ARE DESCRIBED IN DETAIL IN THE SECTIONS THAT FOLLOW. IN BROAD AND GENERAL OUTLINE, THE SECOND PHASE OF THE PROJECT, ENCOMPASSING A THREE-YEAR TIME PERIOD, IS DESIGNED TO DEVELOP:

A. A COMMITMENT ON THE PART OF STATE DEPARTMENTS OF EDUCATION AND INSTITUTIONS OF HIGHER LEARNING TO PROVIDE CONTINUING TRAINING OPPORTUNITIES FOR ADULT EDUCATORS, INCLUDING PRE-SERVICE AND IN-SERVICE ACTIVITIES, AND UNIVERSITY CREDIT AND DEGREE PROGRAMS.

B. A COMMITMENT TO CONDUCT AN ON-GOING NEEDS SURVEY, WHICH WILL FORM THE BASIS FOR PLANNING ALL TRAINING ACTIVITIES.

C. THE CAPABILITY IN STATE DEPARTMENTS TO CONDUCT AND COORDINATE TRAINING ACTIVITIES TO IMPROVE THE PRACTICE OF ADULT EDUCATION.

D. THE CAPABILITY IN SELECTED COLLEGES AND UNIVERSITIES IN THE REGION TO PROVIDE ON- AND OFF-CAMPUS PROGRAMS LEADING TO GRADUATE AND UNDERGRADUATE DEGREES IN ADULT EDUCATION.

E. A DETAILED LIST OF COMPETENCIES NEEDED TO PERFORM THE FUNCTIONS OF THE VARIOUS ADULT EDUCATION STAFF ROLES, INCLUDING A MEASUREMENT SYSTEM TO ASSESS CURRENT SKILL LEVELS.

F. A REGIONAL SYSTEM FOR SHARING INFORMATION, RESOURCES AND PROGRAMS.

G. THE CRITERIA FOR "A PERMANENT ADULT EDUCATION STAFF DEVELOPMENT SYSTEM", INCLUDING PROGRAMS, STRUCTURE, AND FUNDING SOURCES.

THE SPECIFIC OBJECTIVES OUTLINED FOR THE THREE OPERATIONAL YEARS ARE IN FACT INTERIM STRATEGIES, GOALS, AND CONDITIONS THAT MUST BE REACHED AT VARIOUS POINTS IN TIME IN ORDER FOR A PERMANENT STAFF DEVELOPMENT SYSTEM TO BE OPERATIONAL BY JUNE OF 1975.

THE PROGRAM UNDERTAKEN BY THE PROJECT DURING THIS FIRST YEAR HAS FOCUSED PRINCIPALLY UPON TEACHERS AND ADMINISTRATORS OF ADULT EDUCATION PROGRAMS. PLANS FOR THE FUTURE ALSO INVOLVE SUCH PERSONNEL AS TEACHER-AIDES, COUNSELORS, VOLUNTEERS, AND A VARIETY OF OTHER SPECIALISTS IN THE ADULT EDUCATION PROGRAM. IN ADDITION, ORIENTATION ACTIVITIES WILL BE PROVIDED TO ACQUAINT RELATED PERSONNEL, SUCH AS SCHOOL ADMINISTRATORS, UNIVERSITY DEANS, AND SCHOOL BOARD MEMBERS WITH THE PURPOSES AND FUNCTIONS OF ADULT EDUCATION PROGRAMS, AND THE NEED FOR CONTINUING COMMITMENT TO STAFF DEVELOPMENT. (SEE TABLE F).

ANALYSIS OF PARTICIPANTS IN STAFF DEVELOPMENT ACTIVITIES -- YEAR ONE

A 26-ITEM PARTICIPANT INFORMATION FORM WAS DEVELOPED DURING THE MIDDLE OF YEAR ONE TO COLLECT BACKGROUND INFORMATION AS WELL AS INFORMATION ABOUT SPECIFIC STAFF DEVELOPMENT ACTIVITIES DURING THE PROJECT YEAR. SOME INSTITUTIONS UTILIZED THIS FORM TO A GREATER DEGREE THAN OTHERS, IN PART BECAUSE THE FORM WAS DEVELOPED LATE IN THE YEAR, AND IN PART BECAUSE SOME STATES FOUND IT DIFFICULT TO BREAK AWAY FROM THEIR INITIAL DATA COLLECTION DEVICES. THE INFORMATION GATHERED AND REPORTED BELOW INCLUDES FOUR DIFFERENT CATEGORIES OF INFORMATION:

1. OVERALL NUMBERS OF PARTICIPANTS BY STATE AND TYPE OF STAFF DEVELOPMENT ACTIVITY;

2. SELECTED SAMPLE OF DATA FROM FIVE STATES WHICH SHOW PRESENT POSITION AND SEX OF THE ADULT EDUCATION PARTICIPANT;

3. A SPECIAL REPORT ON A SERIES OF SATURDAY WORKSHOPS CONDUCTED IN THE STATE OF PENNSYLVANIA;

4. FIVE PER CENT SAMPLE OF 321 PROGRAM INFORMATION FORMS IN WHICH ALL ITEMS WERE COMPLETED. A DETAILED DATA ANALYSIS WILL BE PROVIDED ON THIS SAMPLE.

A SERIES OF TABLES PRESENTING THE DATA IS PROVIDED IN THE APPENDIX OF THE REPORT. WHAT FOLLOWS HERE WILL BE A BRIEF DISCUSSION OF ALL THE DATA MENTIONED ABOVE.

STAFF DEVELOPMENT ACTIVITIES DURING YEAR ONE.

A TOTAL OF 5,723 PERSONS PARTICIPATED DURING YEAR ONE, IN VARIOUS TYPES OF WORKSHOPS, SEMINARS, INSTITUTES, CONFERENCES AND UNIVERSITY CREDIT COURSES. OF THIS TOTAL 4,227 ATTENDED WORKSHOPS AND STAFF DEVELOPMENT ACTIVITIES CONDUCTED BY THE STATE DEPARTMENTS OF ADULT EDUCATION. 1,496 PEOPLE PARTICIPATED IN CREDIT COURSES OR STAFF DEVELOPMENT ACTIVITIES OFFERED BY THE HEI'S IN THE SIX STATES. THESE DATA ARE PRESENTED IN MORE DETAIL IN THE APPENDIX BY STATE AND INSTITUTION. IT SHOULD BE POINTED OUT THAT THE TOTAL OF 5,723 REPRESENTS THE NUMBER OF PERSONS/STAFF DEVELOPMENT ACTIVITIES CONDUCTED DURING THE YEAR -- THE TOTAL NUMBER OF PEOPLE THAT PARTICIPATED IN ALL SESSIONS. IN SOME CASES, THE SAME INDIVIDUALS WERE COUNTED FOR DIFFERENT STAFF DEVELOPMENT ACTIVITIES. TABLE 1 IN THE APPENDIX PROVIDES A SIMPLE LISTING OF THESE PARTICIPANTS BY INSTITUTION AND STATE.

SPECIAL SAMPLE OF STAFF DEVELOPMENT ACTIVITIES BY STATE, SEX, AND PRESENT POSITION IN ADULT EDUCATION.

MORE DETAILED INFORMATION WAS REPORTED BY FIVE STATES (DELAWARE, DISTRICT OF COLUMBIA, PENNSYLVANIA, VIRGINIA AND WEST VIRGINIA) WHICH PROVIDED INFORMATION ON PARTICIPANTS SOLELY ON THE FACTORS OF SEX AND PRESENT POSITION IN ADULT EDUCATION. 491 PARTICIPANTS WERE INCLUDED IN THIS SAMPLE OF WHICH 218 (44.4%) WERE MALES AND 273 (55.6%) FEMALES.

THE SPECIFIC STATE-BY-STATE NUMBERS AND PERCENTAGES ARE REPORTED IN TABLE 2 IN THE APPENDIX. TABLE 2 PRESENTS SPECIAL SAMPLE DATA BY STATE AND SEX. TABLE 3 PRESENTS A DETAILED ANALYSIS DATA ON PRESENT POSITIONS IN THE FIVE STATES REPORTING ON THE 491 PARTICIPANTS. THE FIVE ADULT EDUCATION POSITIONS USED FOR THIS REPORT INCLUDED ADMINISTRATOR, TEACHER, TEACHER-AIDE, COUNSELOR AND OTHER RELATED ADULT EDUCATION STAFF POSITIONS. TABLE 4 PRESENTS DATA ON THESE 491 PARTICIPANTS ON THE BASIS OF SEX AND PRESENT POSITION IN ADULT EDUCATION.

ALTHOUGH THE OVERALL REGIONAL DIFFERENCE BETWEEN MALE AND FEMALE IN THIS SAMPLE WAS ONLY 10 PERCENTAGE POINTS APART (44.4 FOR MALES, 55.6 FOR FEMALES), THERE WERE A NUMBER OF STATES WITH A MUCH WIDER SPREAD THAN 10 POINTS. FOR INSTANCE, 71.7% OF PARTICIPANTS IN VIRGINIA WERE FEMALES, WHILE ONLY 37.3% OF THE PARTICIPANTS WERE FEMALES IN PENNSYLVANIA. THE STATE OF WEST VIRGINIA HAD A MORE BALANCED NUMBER OF MALES AND FEMALES PARTICIPATING.

SPECIAL SATURDAY WORKSHOPS IN PENNSYLVANIA

A SERIES OF SPECIAL SATURDAY WORKSHOPS WERE CONDUCTED IN THE STATE OF PENNSYLVANIA FOR ADULT EDUCATION ADMINISTRATORS, TEACHERS, TEACHER-AIDES, AND COUNSELORS, IN ORDER TO DETERMINE ADULT EDUCATION PROGRAM AND STAFF DEVELOPMENT NEEDS WITHIN THE STATE. TABLE 5 PRESENTS DETAILED INFORMATION ON 607 PARTICIPANTS IN THOSE SATURDAY WORKSHOPS. THIS TABLE INCLUDES INFORMATION ON THE FOLLOWING FACTORS: SEX, EDUCATIONAL BACKGROUND (WHICH RANGES FROM HIGH SCHOOL TO MASTER'S DEGREE PLUS ADDITIONAL CREDITS), AVERAGE

NUMBER OF SCHOOL YEARS EXPERIENCED, AVERAGE NUMBER OF YEARS EXPERIENCE IN ABE, NUMBER INTERESTED IN ATTENDING SUMMER INSTITUTES AND THE NUMBER ATTENDING LOCAL IN-SERVICE WORKSHOPS. THE INFORMATION GATHERED FROM THESE SATURDAY WORKSHOPS WAS USED IN DESIGNING THE STAFF DEVELOPMENT PROGRAM IN THE STATE OF PENNSYLVANIA.

SELECTED SAMPLE AND DETAILED ANALYSIS OF 321 PARTICIPANTS IN THE STAFF DEVELOPMENT PROJECT.

THE FOLLOWING DETAILED ANALYSIS IS BASED ON A FIVE PERCENT SAMPLE (321 PARTICIPANTS) IN FOUR STATES (DELAWARE, DISTRICT OF COLUMBIA, PENNSYLVANIA AND WEST VIRGINIA). THE STATES OF MARYLAND AND VIRGINIA ARE NOT INCLUDED IN THIS SPECIFIC STUDY BECAUSE PROGRAM INFORMATION FORMS WITH ALL ITEMS COMPLETED WERE NOT MADE AVAILABLE FROM THESE TWO STATES.

SINCE ONE OF THE IMPORTANT CRITERION FOR THE INCLUSION OF A FORM IN THIS SAMPLE WAS THAT ALL ITEMS WERE COMPLETED, THEN ONE OF THE IMPORTANT OUTCOMES OF THIS ANALYSIS IS A TEST OF THE UTILITY OF THE FORM AS AN INFORMATION AND DATA RETRIEVAL INSTRUMENT.

IN ANALYZING THE DATA ON THE FORMS SEVERAL SIGNIFICANT PROBLEMS RELATING TO THE INSTRUMENT DESIGN WERE DISCOVERED. THE FORM WILL BE REVISED TO PROVIDE ADDITIONAL CLARITY AS WELL AS A FORMAT WHICH IS MORE FACILITATIVE FOR COMPUTER ANALYSIS.

COMMENTS THAT FOLLOW WILL BE CENTERED AROUND FOUR KINDS OF DATA: (1) DEMOGRAPHIC BACKGROUND ON THE PARTICIPANTS; (2) STIPEND SUPPORT FOR STAFF DEVELOPMENT ACTIVITIES; (3) EXPERIENCE IN ADULT EDUCATION AND POPULATION/GEOGRAPHICAL AREAS SERVED BY THE PARTICIPANTS; (4) SEVERAL CROSS RELATIONSHIPS BETWEEN POPULATION GROUPS AND GEOGRAPHICAL AREAS SERVED, WITH RACIAL BACKGROUND OF THE PARTICIPANTS.

1. DEMOGRAPHIC BACKGROUND

THERE ARE NO SURPRISES IN THE ANALYSIS OF FACTORS SUCH AS SEX, AGE, YEARS EXPERIENCE IN ADULT EDUCATION AND ACADEMIC BACKGROUND. TABLE 6 PROVIDES OVERALL MEAN AGE FOR THIS SAMPLE WHICH IS 37.4 YEARS, ALONG WITH A VERY RESPECTABLE 3.3 MEAN FOR YEARS OF EXPERIENCE IN PRESENT ADULT EDUCATION POSITION. IN SETTING UP THE FORM FIVE CATEGORIES OF ACADEMIC BACKGROUND WERE IDENTIFIED, WHICH RANGED FROM LESS THAN HIGH SCHOOL TO MASTER'S DEGREE OR ABOVE. THERE ARE FIVE CATEGORIES, THEREFORE THE MEAN OF 4.2 INDICATES, IN A FAIRLY GENERAL WAY, THAT THE MEAN ACADEMIC BACKGROUND IS SLIGHTLY MORE THAN A BACHELOR'S DEGREE. OF THE 318 FORMS INCLUDED IN TABLE 6, 53% ARE MALES WHILE 47% ARE FEMALES.

THE STAFF DEVELOPMENT ACTIVITIES REPORTED IN THIS SAMPLE HAVE BEEN PLACED IN TWO BROAD SUBDIVISIONS: HEI CREDIT COURSES, AND NON-CREDIT STAFF DEVELOPMENT ACTIVITIES.

52% OF THE INDIVIDUALS REPORTED HEREIN PARTICIPATED IN A NON-CREDIT STAFF DEVELOPMENT ACTIVITY, WHILE 48% PARTICIPATED IN AN HEI CREDIT COURSE. TABLE 7 PRESENTS ADDITIONAL DATA FOR THESE CATEGORIES BY SEX. OF THE 170 MALES WHO WERE INCLUDED IN THIS SAMPLE 58% OF THEM, WHICH IS 6 POINTS HIGHER THAN THE OVERALL PERCENTAGE OF PEOPLE, PARTICIPATED IN NON-CREDIT STAFF DEVELOPMENT ACTIVITIES. ONE CANNOT MAKE ANY GENERALIZATIONS ABOUT THE DATA IN TABLE 7 BECAUSE OF THE SMALL SAMPLE AND ALSO SINCE THERE ARE NOT LARGE SPREADS BETWEEN THE TWO TYPES OF STAFF DEVELOPMENT ACTIVITIES, AND MALES AND FEMALES.

ONE OF THE QUESTIONS WHICH WAS ASKED ON THE FORMS WAS TO INDICATE RACIAL/ETHNIC BACKGROUND OF THE PARTICIPANT. OF 322 OF THE TOTAL SAMPLE INCLUDED IN THIS FORM, 25 OF THOSE (8%) DID NOT INDICATE A RACIAL CATEGORY AT ALL. OVER HALF OF THE PARTICIPANTS ARE CAUCASIAN (57%), WITH ONLY VERY SMALL NUMBERS OF INDIAN, ASIAN AND SPANISH PEOPLE, (4% OF THE TOTAL -- 3 INDIAN, 3 ASIAN, 3 SPANISH). THIS LEAVES 31% (101 INDIVIDUALS) WHO CONSIDER THEMSELVES AFRO-AMERICAN. THERE IS CONSIDERABLE CONSISTENCY IN THESE FIGURES WITH RACIAL POPULATIONS OF THE STATES REPORTED. FOR INSTANCE, IN WEST VIRGINIA OVER 90% OF THE POPULATION IS WHITE. IN TABLE 8, 94% OF 106 REOPLE REPORTED FOR WEST VIRGINIA ARE CAUCASIAN. IN THE DISTRICT OF COLUMBIA, OVER 70% OF THE POPULATION IS AFRO-AMERICAN AND 74% OF THE 101 PARTICIPANTS INDICATED AFRO-AMERICAN RACIAL BACKGROUND.

THE PARTICIPANTS ARE FAIRLY WELL EDUCATED AS DEFINED BY DEGREES HELD. ONLY ONE PERSON INDICATED LESS THAN A HIGH SCHOOL EDUCATION, WHILE 3% OF THE SAMPLE INDICATED ONLY HIGH SCHOOL AND 8% INDICATED SOME COLLEGE. THEREFORE, 89% OF THIS SAMPLE HAVE AT LEAST ONE COLLEGE DEGREE. THERE IS NO SURPRISE IN THIS IN THAT A VERY HIGH PERCENTAGE OF THE PEOPLE REPORTED IN THIS STUDY OPERATE AT AN ADMINISTRATION, TEACHING, COUNSELING LEVEL WITH ONLY 17 PEOPLE WORKING AS TEACHER-AIDES. ALL STATES REQUIRE A TEACHING CERTIFICATE OF SOME FORM OR A BACHELOR'S DEGREE TO HOLD ADMINISTRATIVE, COUNSELING AND TEACHING POSITIONS. OF THE 10 PEOPLE WITH HIGH SCHOOL OR LESS, 8 WERE FROM WEST VIRGINIA. IN ADDITION, OVER HALF THE PEOPLE REPORTING SOME COLLEGE ARE ALSO IN WEST VIRGINIA. AND FINALLY, IT SHOULD BE NOTED THAT A SLIGHTLY GREATER NUMBER OF PEOPLE IN THE DISTRICT OF COLUMBIA HAVE MASTER'S DEGREES IN THIS SAMPLE THAN IN WEST VIRGINIA, (60% OF THE PEOPLE IN THE DISTRICT OF COLUMBIA HAVE MASTER'S DEGREES, WHILE ONLY 24% IN WEST VIRGINIA HAVE MASTER'S DEGREES). THESE DATA ARE REPORTED IN TABLE 9.

2. SOURCE OF PAYMENT FOR STAFF DEVELOPMENT ACTIVITY

TABLES 10, 11, 12 REPORT ON WHETHER STIPENDS WERE PAID TO PARTICIPANTS, BY WHOM, AND ALSO THE EXTENT TO WHICH PARTICIPANTS WERE RELEASED FROM THEIR WORK TO PARTICIPATE IN STAFF DEVELOPMENT ACTIVITIES. ONLY 18% OF THIS SAMPLE REPORTED BEING PAID A STIPEND TO PARTICIPANT IN A STAFF DEVELOPMENT ACTIVITY, WITH

82% NOT RECEIVING A STIPEND. OF THE 55 PEOPLE RECEIVING A STIPEND, A MAJOR PORTION OF THEM WERE IN WEST VIRGINIA; HOWEVER ONLY HALF OF THESE RECEIVED A STIPEND. TABLE 11 REPORTS THE SOURCE OF PAYMENT FOR THE COST OF THE STAFF DEVELOPMENT ACTIVITIES. 44% OF THE INDIVIDUALS REPORTED THAT THEY PAID FOR THE ACTIVITY THEMSELVES, WITH 56% INDICATING OTHER SOURCES OF PAYMENT. CONSISTENT WITH TABLE 10, 95% OF THE PEOPLE IN WEST VIRGINIA INDICATED THAT PAYMENT FOR THE STAFF DEVELOPMENT ACTIVITY CAME FROM OTHER SOURCES. WE ASSUME THAT THE ACTIVITY PAID FOR BY THE INDIVIDUAL WOULD PROBABLY CONSIST OF HEI CREDIT COURSES IN WHICH TUITION WAS PAID BY THE PARTICIPANT. IT IS CONJECTURED HERE THAT THERE IS A DIRECT RELATIONSHIP BETWEEN THE 44% OF THIS GROUP WHO PAID FOR THEIR OWN STAFF DEVELOPMENT ACTIVITY AND THE 48% OF THE GROUP THAT PARTICIPATED IN HEI CREDIT COURSES REPORTED IN TABLE 7.

REGARDING RELEASED TIME TO ATTEND STAFF DEVELOPMENT ACTIVITIES, 31% OF THE SAMPLE INDICATED THAT THEY WERE RELEASED FROM WORK. THE ONLY LARGE SPREAD (LARGER THAN ABOUT A 60-30) WAS INDICATED IN DELAWARE, WHERE 80% OF THE 54 PARTICIPANTS REPORTED THEY WERE NOT RELEASED FROM WORK. IT IS IMPOSSIBLE FROM THESE DATA TO DETERMINE THE REASONS FOR THE DECISION TO RELEASE OR NOT TO RELEASE A PERSON FROM WORK FOR A STAFF DEVELOPMENT ACTIVITY.

3. EXPERIENCE IN ADULT EDUCATION AND POPULATION AND GEOGRAPHICAL AREAS SERVED

IN THE CASE OF PRIOR EXPERIENCE IN ADULT EDUCATION PROGRAMS,

PARTICIPANTS WERE ASKED TO SUMMARIZE THEIR YEARS OF EXPERIENCE BY INDICATING THE NUMBER OF YEARS SPENT IN THE FOLLOWING ADULT EDUCATION ROLES: TEACHER-AIDE, COUNSELOR, TEACHER, TEACHER-COUNSELOR, TEACHER-MEDIA -SPECIALIST, TEACHER-TRAINER, ADMINISTRATOR AND OTHER. PEOPLE WERE PERMITTED TO INDICATE EXPERIENCE IN MORE THAN ONE POSITION. ALSO 99% OF THE PARTICIPANTS IN COMPLETING THIS QUESTION CHECKED THE AREAS RATHER THAN INDICATING THE NUMBER OF YEARS. THE DATA PRESENTED IN THE FIRST TWO COLUMNS TALLY ITEMS CHECKED, WHILE THE THIRD COLUMN, THE MEAN NUMBER OF YEARS, WAS BASED ON A MUCH SMALLER SAMPLE OF THE 321 FORMS.

BY AND LARGE MOST OF THE STAFF IN THIS GROUP, 63% (201 PEOPLE), INDICATED THAT THEY HAD BEEN A TEACHER IN ADULT EDUCATION. 83 PEOPLE (26%) INDICATED AN ADMINISTRATIVE ROLE, ONLY 5% (17 PEOPLE) INDICATED A ROLE AS TEACHER-AIDE. OVER 25% OF THIS GROUP HAVE HAD EXPERIENCE EITHER AS A COUNSELOR OR COMBINATION TEACHER-COUNSELOR, TEACHER-TRAINER OR SOME OTHER COMBINATION OF THE TEACHER ROLE, WHICH INCREASES TO A MUCH HIGHER PERCENT, THE NUMBER OF PEOPLE WHO HAVE PARTICIPATED IN THE ROLE AS TEACHER. THOSE DATA ARE PRESENTED IN TABLES 13 AND 14.

GEOGRAPHICAL PROGRAM AREAS NOW SERVED (MODEL CITIES, APPALACHIA, URBAN, SUBURBAN, RURAL AND OTHER) ARE REPORTED IN TABLE 15. IN READING THIS TABLE, TOTAL FIGURES ARE IRRELEVANT BECAUSE THE SAME INDIVIDUAL MAY SERVE MORE THAN ONE GEOGRAPHICAL PROGRAM AREA.

THIS GIVES A TOTAL PARTICIPANT/PROGRAM AREA SERVED OF 457 DIFFERENT COMBINATIONS. IT IS NOT SURPRISING THAT A MAJOR PERCENTAGE OF THOSE PEOPLE SERVING APPALACHIAN PROGRAMS ARE IN WEST VIRGINIA AND IN PENNSYLVANIA. THERE ARE NO APPALACHIAN PROGRAMS IN DELAWARE AND IN THE DISTRICT OF COLUMBIA. THE DATA IN TABLE 15 ARE DESCRIPTIVE OF THE THREE STATES AND THE DISTRICT OF COLUMBIA IN A GEOGRAPHIC AND DEMOGRAPHIC SENSE. (PARTICIPANT FORMS FOR MARYLAND AND VIRGINIA WERE NOT INCLUDED IN THIS ANALYSIS BECAUSE THEY WERE INCOMPLETE) 72 INDICATED SERVING RURAL AREAS IN WEST VIRGINIA; WEST VIRGINIA IS A RURAL STATE. ONLY 3 PEOPLE INDICATED PARTICIPATING IN MODEL CITIES PROGRAMS IN WEST VIRGINIA, WHILE 24 PEOPLE INDICATED SERVING IN MODEL CITIES PROGRAMS IN THE DISTRICT OF COLUMBIA. 71 INDICATED URBAN AREA SERVICE IN THE DISTRICT OF COLUMBIA. DELAWARE AND PENNSYLVANIA HAVE A BETTER SPREAD BETWEEN ALL CATEGORIES OF PROGRAM AREAS. (TABLE 16).

THE PARTICIPANTS WERE ASKED TO INDICATE POPULATION GROUPS NOW BEING SERVED BY THEM. THEY WERE ASKED TO CHECK ONE OR MORE OF THE FOLLOWING ITEMS: AMERICAN INDIAN, ASIAN-AMERICAN, SPANISH, AFRO-AMERICAN, CAUCASIAN, OTHER RACIAL AND ETHNIC GROUPS, INMATES OF CORRECTIONAL INSTITUTIONS, PARTICIPANTS IN OTHER INSTITUTIONS, MIGRANT WORKERS, AND OTHER MISCELLANEOUS POPULATION GROUPS. THERE ARE NO SURPRISES. LARGE NUMBERS OF STAFF SERVING AFRO-AMERICAN AND CAUCASIAN GROUPS; A LESSER NUMBER OF PEOPLE (68 IN TOTAL), SERVE INMATES IN CORRECTIONAL INSTITUTIONS. SMALL NUMBERS OF STAFF SERVE MIGRANT WORKERS, AMERICAN INDIANS AND ASIAN-AMERICANS.

4. CROSS-RELATIONSHIPS BETWEEN GEOGRAPHICAL PROGRAM AREAS AND POPULATION GROUPS SERVED BY RACIAL BACKGROUND OF ADULT EDUCATION STAFF.

TABLES 17 AND 18 PROVIDE DATA ON THE RELATIONSHIP BETWEEN THE RACIAL BACKGROUND OF THE STAFF AND GEOGRAPHICAL PROGRAM AREAS SERVED. OF 182 CAUCASIANS INCLUDED IN THIS SAMPLE, A HIGH PERCENTAGE SERVE IN TYPICALLY CAUCASIAN AREAS OF THIS REGION: RURAL, SUBURBAN AND APPALACHIAN AREAS. ON THE OTHER HAND, OVER HALF OF THE PARTICIPANTS INDICATING AFRO-AMERICAN RACIAL BACKGROUND SERVE IN URBAN PROGRAM AREAS AND A THIRD OF THEM SERVE IN MODEL CITIES PROGRAMS. A VERY SMALL NUMBER OF AFRO-AMERICANS ARE SERVING IN RURAL AND SUBURBAN ADULT EDUCATION PROGRAMS. THE THREE AMERICAN INDIANS INCLUDED IN THIS SAMPLE SERVE FOUR CATEGORIES OF PROGRAM AREAS: MODEL CITIES, APPALACHIA, SUBURBAN AND RURAL AREAS; WHILE THE THREE ASIAN-AMERICANS SERVE ONLY IN URBAN AND SUBURBAN AREAS. IT IS ONLY A CONJECTURE, BUT AT THE SAME TIME CONSISTENT WITH POPULATION AND GEOGRAPHICAL DESCRIPTIONS OF THIS REGION, THAT THIS DATA IS CONSISTENT WITH THE CONCLUSION THAT MORE OF THE PARTICIPANTS IN THIS PROJECT SERVED URBAN AREAS THAN ANY OTHER GEOGRAPHICAL SECTOR.

TABLES 19 AND 20 PROVIDE THE FINAL SET OF DATA; THE RELATIONSHIPS BETWEEN THE RACIAL AND ETHNIC BACKGROUNDS OF THE POPULATION GROUPS SERVED AND THE RACIAL AND ETHNIC BACKGROUND OF STAFF MEMBERS. THE THREE AMERICAN INDIANS INCLUDED IN THIS SAMPLE

DO NOT SERVE AMERICAN INDIAN POPULATION GROUPS, BUT SERVE A CONGLOMERATION OF INSTITUTIONAL PARTICIPANTS: CAUCASIAN, AFRO-AMERICAN AND SPANISH. OF THE THREE ASIAN-AMERICANS INCLUDED, NONE OF THEM WORK WITH ASIAN-AMERICAN POPULATION GROUPS. OF 101 AFRO-AMERICANS INCLUDED, 89% SERVED AFRO-AMERICAN POPULATION GROUPS WITH APPROXIMATELY 45% OF THEM ALSO SERVING CAUCASIAN GROUPS AND SOME OF ALL OF THE OTHER POPULATION GROUPS INDICATED. THE SAME APPLIES FOR CAUCASIANS; OF 182 CAUCASIANS, 86% OF THEM SERVE WITH CAUCASIAN POPULATION GROUPS AND 65% WITH AFRO-AMERICAN GROUPS. THERE IS A SLIGHTLY LARGER PERCENTAGE OF CAUCASIANS SERVING AFRO-AMERICANS THAN AFRO-AMERICANS SERVING CAUCASIANS. THERE ARE APPROXIMATELY THE SAME PERCENTAGE OF CAUCASIANS AND AFRO-AMERICANS SERVING THE POPULATION IN CORRECTIONAL INSTITUTIONS.

2. ORGANIZATIONAL AND STRUCTURAL RELATIONSHIPS

THE STRUCTURE ESTABLISHED FOR THE FIRST THREE OPERATIONAL YEARS IS DEPICTED GRAPHICALLY ON PAGE 170.

THE PRIMARY FOCUS OF THE ORGANIZATIONAL STRUCTURE IS PLANNING AND COORDINATION OF THE ACTIVITIES OF THE REGIONAL PROJECT OFFICE, THE STATE DIRECTORS AND THEIR STAFFS, AND THE COOPERATING COLLEGES AND UNIVERSITIES.

REGIONAL PROJECT OFFICE - PROVIDES OVERALL MANAGEMENT AND DIRECTION OF THE PROGRAM IN FOUR GENERAL CATEGORIES: PROJECT ADMINISTRATION, TECHNICAL ASSISTANCE, PROGRAM AND STAFF DEVELOPMENT ACTIVITIES AND PROJECT EVALUATION.

THE REGIONAL PLANNING COUNCIL PROVIDES GENERAL DIRECTION AND GUIDANCE, AND MAKES DECISIONS RELATING TO PROJECT OBJECTIVES, METHODOLOGY, REGIONAL AND STATE PROGRAMS AND THEIR INTER-RELATIONSHIPS. THE COUNCIL CONSISTS OF THE SIX STATE DIRECTORS OF ADULT EDUCATION AND TWO REPRESENTATIVES FROM HEI'S.

THE STATE DIRECTORS ARE RESPONSIBLE FOR COORDINATING, MONITORING, AND IMPLEMENTING STAFF DEVELOPMENT ACTIVITIES IN THEIR STATES ACCORDING TO THE STATE PLANS, AND UP-DATING THOSE PLANS WITH THE ADVICE AND ASSISTANCE OF THE STATE ADVISORY COUNCILS ESTABLISHED DURING THE PLANNING PHASE.

DURING THIS FIRST OPERATIONAL YEAR, ALTERATIONS WERE MADE IN THE COMPOSITION OF THESE BODIES IN LIGHT OF NEW UNDERSTANDINGS ABOUT THE NATURE OF ORGANIZATIONAL RELATIONSHIPS WITHIN THE PROJECT.

ONE CHANGE WAS THE ADDITION TO THE PLANNING COUNCIL OF TWO PARTICIPANTS SELECTED FROM THE COOPERATING COLLEGES AND UNIVERSITIES. MEMBERSHIP ROTATES YEARLY TO ENSURE THAT EACH INSTITUTION HAS AN OPPORTUNITY TO HAVE A DIRECT VOICE IN COUNCIL DELIBERATIONS. THE HEI REPRESENTATIVES HAVE THE RESPONSIBILITY OF PRESENTING TO THE COUNCIL THE UNIQUE CONCERNS AND ASPIRATIONS OF THE HIGHER EDUCATION INSTITUTIONS, AND FOR BRINGING BACK TO THEIR CONSTITUENCIES THE PLANS AND DECISIONS OF THE STATE DIRECTORS.

SINCE HEI INVOLVEMENT TRANSCENDS INSTITUTIONAL AND STATE BOUNDARIES AS WELL AS THE CONCERNS OF STATE DEPARTMENTS OF EDUCATION, IT HAS BECOME ESSENTIAL NOT ONLY TO PROVIDE REGULAR OPPORTUNITIES FOR THIS GROUP TO MEET, BUT ALSO TO ESTABLISH SUCH MEETINGS AS A FORMAL PROJECT ACTIVITY.

THE RELATIONSHIP OF THE UNIVERSITIES TO THE STATE PROGRAMS ARE ARTICULATED IN THE STATE PLANS, MEMORANDA OF AGREEMENT, AND AT MEETINGS OF STATE ADVISORY COUNCILS.

ALTHOUGH COMMUNICATION BETWEEN THE HEI'S AND THE REGIONAL PLANNING COUNCIL CAN BE EFFECTIVELY CHANNELED THROUGH THE TWO REPRESENTATIVES WHO SIT AS COUNCIL MEMBERS, AN ASSESS-

MENT OF BEHAVIORS DURING THE FIRST YEAR OF OPERATION INDICATES THAT MUCH REMAINS TO BE DONE IN TERMS OF CLARIFYING THE PROJECT ROLES OF THE STATE DIRECTORS AND THE HEI'S; THEIR INTER-RELATIONSHIPS AND THEIR AREAS OF INDEPENDENT OPERATION. THIS HIGH PRIORITY ACTIVITY WILL BE UNDERTAKEN IN THE YEAR IMMEDIATELY AHEAD.

THE ROLE AND ACTIVITIES OF THE STAFF DEVELOPMENT SPECIALISTS WERE ESTABLISHED AS A POSITION WITHIN THE STATE DEPARTMENTS OF EDUCATION, TO ASSIST STATE DIRECTORS IN COORDINATING REGIONAL, STATE AND LOCAL ACTIVITIES AND RESOURCES, DEVELOPING AND CONDUCTING TRAINING AT STATE AND LOCAL LEVELS, AND UP-DATING STATE PLANS.

DUE TO ADMINISTRATIVE PROBLEMS WITHIN EACH STATE, IT WAS MID-YEAR BEFORE ALL SIX STATES WERE ABLE TO EMPLOY A STAFF DEVELOPMENT SPECIALISTS BETWEEN JANUARY AND JULY, A GREAT DEAL OF PROJECT ATTENTION WAS DEVOTED TO THIS GROUP IN ORDER TO MAKE AVAILABLE, AS QUICKLY AS POSSIBLE, A WELL TRAINED CORE OF PROFESSIONALS TO ASSIST THE STATE DIRECTORS AND THE REGIONAL OFFICE IN CARRYING OUT THEIR PLANS. A DETAILED DESCRIPTION OF THE SPECIFIC ACTIVITIES CONDUCTED FOR THE STAFF DEVELOPMENT SPECIALISTS CAN BE FOUND ON PAGE 51.

ONE RESULT OF THE RATHER EXTENSIVE AND INTENSIVE ACTIVITIES CONDUCTED FOR THIS GROUP IS THAT AN EFFICIENT AND EFFECTIVE WORKING TEAM HAS DEVELOPED WITH FEELINGS OF GROUP IDENTITY THAT CROSS STATE LINES.

ALTHOUGH THIS BROAD VISION IS A POSITIVE FACTOR TOWARD ACCOMPLISHING THE PROJECT GOAL OF REGIONALIZATION, EQUALLY IMPORTANT FOR PROJECT SUCCESS IS THE CONSTANT RECOGNITION THAT THE ROLE OF STAFF DEVELOPMENT SPECIALIST IS A STATE DEPARTMENT POSITION.

THE RELATIONSHIP OF THE STAFF DEVELOPMENT SPECIALIST TO THE OTHER PROJECT GROUPS HAS BEEN EASIER FOR THE PROJECT TO DEFINE THAN IT HAS BEEN TO PRACTICE. FURTHER CLARIFICATION AND UNDERSTANDINGS OF THESE INTER-RELATIONSHIPS WILL BE DEALT WITH DURING THE COMING YEAR.

A. PERSONNEL - THE PLAN PROVIDES FOR A REGIONAL PROJECT OFFICE TO BE STAFFED AS FOLLOWS:

THE PROJECT DIRECTOR, MRS. JESSIE K. ULIN, MANAGES AND COORDINATES THE ACTIVITIES OF THE PROJECT, WITH MAJOR RESPONSIBILITY FOR PROGRAM PLANNING AND DEVELOPMENT; STAFF DEVELOPMENT TRAINING; FISCAL AND ADMINISTRATIVE OPERATIONS, INCLUDING REVIEWING, APPROVING, AND EVALUATING ACTIVITIES OF THE PROJECT AND PROJECT STAFF.

THE REGIONAL STAFF DEVELOPMENT SPECIALIST, DR. GERALD C. HANBERRY, DEVOTES 40 PERCENT OF HIS TIME TO THE PROJECT, ASSISTING THE PROJECT DIRECTOR IN PROGRAM PLANNING, AND DESIGNING AND CONDUCTING STAFF DEVELOPMENT ACTIVITIES.

THE UNIVERSITY PROJECT ADMINISTRATOR, DR. JOHN H. BUSKEY, DIRECTOR OF THE CONFERENCES AND INSTITUTES DIVISION OF UNIVERSITY COLLEGE, UNIVERSITY OF MARYLAND, IS RESPONSIBLE FOR THE OVERALL ADMINISTRATION OF THE PROJECT FOR THE UNIVERSITY OF MARYLAND. HE DEVOTES 12 PERCENT OF HIS TIME TO THE PROJECT.

CLERICAL STAFF. TWO SECRETARIES, MRS. DOROTHY CLARK AND MRS. ETHEL HUNT, SERVE FULL TIME ON THE PROJECT.

FIRST YEAR ACTIVITIES LED TO A MODIFICATION OF THIS PATTERN. THE PLANNERS DID NOT ANTICIPATE THE ENORMOUS AMOUNT OF ADMINISTRATIVE TIME THAT WOULD BE REQUIRED TO FINALIZE MEMORANDA OF AGREEMENT, OPERATING BUDGETS, AND THE INSTITUTIONAL, PROGRAM AND PERSONNEL ARRANGEMENTS REFLECTED IN THESE DOCUMENTS. IT WAS FEBRUARY 1973 BEFORE ALL MEMORANDA WERE COMPLETED, AND AMENDMENTS WERE STILL BEING REQUESTED BY 30 JUNE 1973. AT THE END OF ONE YEAR OF PROGRAM OPERATION, THERE ARE YET UNRESOLVED ISSUES RELATING TO THESE ADMINISTRATIVE CONCERNS.

IN ORDER TO MAKE IT POSSIBLE FOR THE PROJECT DIRECTOR TO DEVOTE MAJOR ATTENTION TO THESE TASKS, ALL STAFF DEVELOPMENT TRAINING WAS CONDUCTED BY DR. HANBERRY, REGIONAL STAFF DEVELOPMENT SPECIALIST (FOR SPECIFIC ACTIVITIES, SEE THE SECTION THAT FOLLOWS.) THIS

DIVISION OF LABOR HAS BEEN PARTICULARLY EFFECTIVE IN LIGHT OF DR. HANBERRY'S SKILL AND EXPERIENCE IN DESIGNING AND CONDUCTING TRAINING, AND MRS. ULIN'S EXTENSIVE ADMINISTRATIVE BACKGROUND.

AN ANALYSIS OF THE RESPONSES TO THE "PROJECT CRITIQUE - YEAR ONE," (SEE PAGE 171 FOR CRITIQUE FORM USED), REVEALS SOME DISAPPOINTMENT ON THE PART OF STATE DIRECTORS THAT THE REGIONAL PROJECT STAFF DID NOT SPEND AS MUCH TIME IN THE FIELD THIS PAST YEAR AS THEY DID DURING THE PLANNING PHASE, ALTHOUGH RECORDS SHOW THAT 52 MAN-DAYS WERE SPENT VISITING PROJECT ACTIVITIES AND PERSONNEL AT THEIR LOCATIONS, IN ADDITION TO THE MORE THAN 50 DAYS OF PROJECT MEETINGS AND SEMINARS HELD AT THE UNIVERSITY OF MARYLAND.

THE DISCONTENT APPEARS TO BE BASED ON SEVERAL FACTORS, AMONG THEM AN UNREALISTIC ASSESSMENT OF THE AMOUNT OF TIME NECESSARY FOR PROJECT ADMINISTRATION THAT COULD ONLY BE ACCOMPLISHED AT THE PROJECT OFFICE. ANOTHER FACTOR IS THAT DURING THE PLANNING PHASE, THE UNIVERSITY OF MARYLAND STAFF VISITED STATE AND LOCAL PROGRAMS WITH REGULARITY AND AN EXPECTATION WAS APPARENTLY ESTABLISHED THAT VERY FREQUENT FIELD VISITS WOULD CONTINUE. A THIRD DYNAMIC OPERATING IS AN APPARENT

RELUCTANCE ON THE PART OF STATE, LOCAL AND HEI STAFF TO REQUEST ASSISTANCE OR CONSULTATION NECESSITATING FIELD VISITS. EACH OF THESE WILL BE PURSUED DURING THE COMING YEAR.

FOR THE FOLLOWING YEAR, ONE SECRETARIAL POSITION WILL BE ABOLISHED IN ORDER TO PROVIDE FUNDS TO EMPLOY A STAFF ASSISTANT. THIS PERSON WILL AID IN DATA COLLECTION AND WILL FACILITATE INFORMATION FLOW AMONG THE VARIOUS SUB-GROUPS OF THE PROJECT.

B. FUNDING - THE FUNDING FORMULA FOR THE FIRST THREE OPERATIONAL YEARS ESTABLISHED THE MINIMUM REQUIREMENT FOR MATCHING CONTRIBUTIONS FROM COOPERATING INSTITUTIONS IN THE FOLLOWING PATTERN:

PERIOD	USOE FUNDS (309)	INSTITUTIONAL FUNDS
FIRST YEAR	$2	$1
SECOND YEAR	$1	$1
THIRD YEAR	$1	$2

SEVERAL OF THE HIGHER EDUCATION INSTITUTIONS, PARTICULARLY THOSE WITH NEW ADULT EDUCATION PROGRAMS, WERE UNABLE TO MEET THIS REQUIREMENT DURING FIRST YEAR. IN EACH CASE,

STATE DEPARTMENTS OF EDUCATION WERE ABLE TO PROVIDE SUFFICIENT MATCHING FUNDS TO COVER THESE OBLIGATIONS. IN ORDER TO ASSIST IN THE DEVELOPMENT OF PROGRAMS IN LESS AFFLUENT INSTITUTIONS, A DECISION WAS MADE TO VIEW THE MATCHING REQUIREMENTS IN TERMS OF TOTAL STATE BUDGETS. ALL INSTITUTIONS ARE EXPECTED TO MEET THE REQUIRED COMMITMENTS FOR SECOND AND THIRD YEARS.

PHASE THREE: 1975

IN ATTEMPTING TO DEVELOP A DESCRIPTION OF THE STAFF DEVELOPMENT PROGRAM BEGINNING IN JULY 1975, THE REGIONAL PLANNING COUNCIL PRESENTED THE FOLLOWING FACTORS WHICH FOR THEM WOULD INDICATE THE EXISTENCE OF A PERMANENT STAFF DEVELOPMENT SYSTEM:

1. INTERCHANGE OF UNIVERSITY ACTIVITIES, INVOLVING:
   - A. AT LEAST ONE INSTITUTION OFFERING AN EXTERNAL DEGREE;
   - B. FREE EXCHANGE OF UNIVERSITY CREDIT AMONG THE COOPERATING INSTITUTIONS;
   - C. A RECOGNITION OF THE CEU THROUGHOUT THE REGION;
2. INTER-STATE COOPERATION IN AREAS OF EXPERTISE AND SPECIALIZATION;

3. STATE CERTIFICATION BASED ON REGION-WIDE AGREEMENT OF THE NECESSARY COMPETENCIES FOR THE VARIOUS ADULT EDUCATION STAFF ROLES;

4. A PERMANENT REGIONAL PLANNING COUNCIL COMPOSED OF STATE DIRECTORS AND REGIONAL OFFICE STAFF;

5. ESTABLISHMENT OF PERMANENT INTER-RELATIONSHIP BETWEEN STATE DIRECTORS AND HEI'S.

SEVERAL ASSUMPTIONS UNDERLIE THE ITEMS LISTED ABOVE: IN ORDER TO HAVE FREE EXCHANGE OF CREDIT AND FACULTY AND EFFECTIVE MOVEMENT OF STUDENTS AND STAFF AMONG THE VARIOUS INSTITUTIONS, BROAD AND SPECIFIC AGREEMENT MUST BE REACHED ABOUT THE CONTENT OF TRAINING ACTIVITIES AND COURSES. FURTHER, AN ON-GOING ASSESSMENT OF NEED AND ARTICULATION OF THE FINDINGS IN COMPETENCY-BASED TERMS MUST BECOME INSTITUTIONALIZED THROUGHOUT THE REGION. IN ADDITION, AS THE PROFESSIONAL STAFF DEVELOPS NEW SKILLS AND AS PERSONNEL CHANGES TAKE PLACE, AREAS OF EXPERTISE AND SPECIALIZATION WILL ALSO CHANGE. IN ORDER TO HAVE EFFECTIVE INTER-STATE COOPERATION, AN ON-GOING COMMUNICATION SYSTEM MUST BE IN EXISTENCE.

AT THIS STAGE OF PROJECT OPERATION, THESE ITEMS SHOULD BE REGARDED AS PRELIMINARY RESPONSES TO THE QUESTION: WHAT DO WE WANT THE PROJECT TO LOOK LIKE BY 1976?

AS A SCENARIO IS DEVELOPED, ACCOMPANYING QUESTIONS WOULD BE:

WHAT KINDS OF STRATEGIES AND CONDITIONS MUST BE CREATED IN ORDER TO ACHIEVE WHAT HAS BEEN DESCRIBED?

WHAT FUNDING LEVELS MUST BE ASSUMED AT THE LOCAL, STATE AND FEDERAL LEVELS?

WHAT ALTERNATIVE OR ADDITIONAL SOURCES OF SUPPORT CAN BE OBTAINED?

WHAT IS THE TIME LINE FOR ACHIEVEMENT OF THE VARIOUS CONDITIONS AND STRATEGIES OUTLINED ABOVE?

WHAT ARE THE INDICATORS OF SUCCESS?

WHAT ARE THE INDICATORS OF INSTITUTIONAL SUPPORT, INVOLVEMENT AND COMMITMENT?

WHAT ON-GOING DECISION-MAKING PROCESSES MUST BE DEVELOPED?

WHAT AREAS OF ADULT EDUCATION SHOULD THE PROJECT FOCUS ON?

ORGANIZATIONAL AND STRUCTURAL RELATIONSHIPS/FUNDING

DISCUSSION ABOUT THE FUTURE ELICITED THE FOLLOWING STRUCTURAL POSSIBILITIES:

1. PLAN FOR CONTINUING A REGIONAL OFFICE BASED UPON AN ASSUMPTION THAT SUPPORT FROM USOE WOULD BE OBTAINED.

2. PLAN FOR A REGIONAL OFFICE TO CARRY OUT SPECIFIC RESPONSIBILITIES DIRECTLY SUPPORTED BY A GRANT FROM EACH STATE IN THE REGION.

3. DEVELOP A REGIONAL OFFICE SUPPORTED BY CONTRACTUAL SERVICES WITH EACH STATE DEPARTMENT INDIVIDUALLY ON A SPECIFIC PROJECT BASIS. THE OFFICE WOULD GENERATE ITS OWN WORK AND CONTRACTS, AND WOULD ALSO BE CONDUCTING ADULT EDUCATION STAFF DEVELOPMENT AS CURRENTLY DEFINED BY THE USOE GRANT.

4. CREATE A REGIONAL COUNCIL MADE UP OF THE STATE DIRECTORS AND THE UNIVERSITY REPRESENTATIVES WHICH WOULD FUNCTION WITHOUT ANY REGIONAL OFFICE TO IMPLEMENT THEIR DIRECTIVES. FULL RESPONSIBILITIES FOR COORDINATION WOULD REST WITH THE INSTITUTIONS AND THE STATE DEPARTMENTS WHICH WOULD EITHER JOINTLY SPONSOR SOME SPECIFIC ACTIVITIES, COOPERATE IN DOING OTHER ACTIVITIES; OR CONDUCT UNILATERAL ACTIVITIES AND INVITE OTHER INSTITUTIONS TO SEND PARTICIPANTS.

5. DISBAND AS A REGION, ANTICIPATING THAT SUFFICIENT DEVELOPMENT HAS TAKEN PLACE THAT STATES CAN OPERATE INDEPENDENTLY FOR THE FUTURE.

6. AN EXTERNAL REGIONAL GRADUATE DEGREE PROGRAM WOULD BE INSTITUTIONALIZED, AND WOULD PROVIDE THE FOLLOWING BENEFITS:

   A. CREDITS TAKEN AT ANY HEI WOULD BE RECOGNIZED BY ALL HEI'S;

   B. IN-SERVICE ACTIVITIES SPONSORED BY ANY STATE DEPARTMENT WOULD RECEIVE ACADEMIC CREDIT;

   C. ALL CREDITS WOULD BE APPLICABLE TOWARD A MASTER'S DEGREE;

   D. ALL ACTIVITIES WOULD BE BASED ON COMPETENCIES NEEDED FOR ACCEPTABLE PERFORMANCE IN THE VARIOUS JOB ROLES IN ADULT EDUCATION.

PERSONNEL

ALL STATE DEPARTMENTS HAVE MADE A COMMITMENT TO MAINTAIN THE POSITION OF STAFF DEVELOPMENT SPECIALIST. THE HEI'S HAVE AGREED TO CONTINUE, AND IN SOME CASES EXPAND, FACULTY POSITIONS IN SUPPORT OF GRADUATE ADULT EDUCATION PROGRAMS.

THE STAFFING OF A REGIONAL PROGRAM OFFICE, IF ONE WERE TO BE ESTABLISHED, SHOULD CONTAIN AT MINIMUM, A PROFESSIONAL ADMINISTRATOR AND ONE SECRETARIAL POSITION.

REGIONAL PROGRAM

REGIONAL PROJECT OFFICE STAFF

MS. JESSIE K. ULIN, PROJECT DIRECTOR

DR. GERALD C. HANBERRY, STAFF DEVELOPMENT SPECIALIST

UNIVERSITY OF MARYLAND PROJECT ADMINISTRATOR

DR. JOHN H. BUSKEY, DIRECTOR, CONFERENCES AND INSTITUTES DIVISION

(Retyped at the ERIC Clearinghouse in Career Education due to the marginal reproducibility of the original.)

IV. REGIONAL PROGRAM

THE REGIONAL OFFICE PROVIDES SERVICES AND ACTIVITIES TO THE PROJECT IN FOUR GENERAL CATEGORIES: PROJECT ADMINISTRATION, TECHNICAL ASSISTANCE, PROGRAM AND STAFF DEVELOPMENT ACTIVITIES AND PROJECT EVALUATION.

REGIONAL SERVICES AND ACTIVITIES

1. PROJECT ADMINISTRATION

A. SERVED AS GRANTEE:

(1) NEGOTIATED SUB-CONTRACTS (MEMORANDA OF AGREEMENT) WITH SIX STATE DEPARTMENTS OF EDUCATION AND ONE INSTITUTION OF HIGHER EDUCATION IN EACH OF THE SIX STATES OF THE REGION.

(2) ESTABLISHED POLICIES AND PROCEDURES FOR AMENDING THESE CONTRACTS.

(3) EXECUTED AMENDMENTS AS PROGRAM MODIFICATIONS DICTATED.

(4) ASSISTED IN THE UP-DATING OF STATE AND REGIONAL STAFF DEVELOPMENT PLANS FOR SECOND YEAR OF PROGRAM OPERATION.

(5) DEVELOPED A PARTICIPANT INFORMATION FORM USED TO GATHER DETAILED DATA ON THE POPULATION SERVED BY THIS PROJECT. (SEE PAGE 19 FOR ANALYSIS OF THE DATA COLLECTED.)

B. MONITORED AND ACCOUNTED FOR FEDERAL AND SUPPLEMENTAL BUDGETS AND EXPENDITURES:

(1) ESTABLISHED POLICIES AND PROCEDURES FOR FINANCIAL REPORTING IN ACCORDANCE WITH THE TERMS AND CONDITIONS OF THE SUB-CONTRACTS WITH COOPERATING INSTITUTIONS AND STATE DEPARTMENTS.

(2) MONITORED THE PAYMENT OF FEDERAL FUNDS TO STATE DEPARTMENTS AND UNIVERSITIES IN ACCORDANCE WITH APPROVED BUDGETS.

(3) WORKED DIRECTLY WITH FINANCE OFFICERS OF THE COOPERATING INSTITUTIONS TO INSURE THAT ACCURATE RECORDS WERE BEING KEPT.

(4) ESTABLISHED POLICIES AND PROCEDURES FOR AMENDING APPROVED BUDGETS.

C. COORDINATED ACTIVITIES ACROSS STATE LINES WITHIN THE REGION:

THE FOCAL POINTS OF AN INFORMATION SHARING SYSTEM WERE THE MEETINGS OF THE REGIONAL PLANNING COUNCIL, THE HEI'S AND THE STAFF DEVELOPMENT SPECIALISTS SEMINARS. THE INFORMAL DISTRIBUTION AND COORDINATION OF ACTIVITIES ACROSS STATE LINES WAS JUSTIFIED ON THE THEORY THAT A REGULAR NEWSLETTER OR OTHER FORMAL SYSTEM NECESSITATING A CENTRAL FOCAL POINT MIGHT BE DIFFICULT TO MAINTAIN WHEN FEDERAL FUNDS WOULD NO LONGER BE AVAILABLE. HOWEVER, DISSEMINATION OF PROJECT INFORMATION WAS NOT AS EFFICIENT AS DESIRABLE AND ALTERNATIVE SYSTEMS FOR SHARING AND COORDINATION WILL BE EXPLORED DURING THE SECOND YEAR.

(1) REGIONAL PLANNING COUNCIL MEETINGS WERE HELD IN AUGUST, OCTOBER, DECEMBER, FEBRUARY, APRIL AND JUNE.

(2) MEETINGS WITH HEI REPRESENTATIVES WERE HELD IN DECEMBER (CONCURRENTLY WITH REGIONAL PLANNING COUNCIL), FEBRUARY, AND MARCH.

(3) TWO-DAY MEETINGS WITH STAFF DEVELOPMENT SPECIALISTS WERE HELD IN JANUARY, FEBRUARY, MARCH, MAY AND JUNE. FOR MORE DETAILED DISCUSSION OF THE SPECIFIC ACTIVITIES CONDUCTED WITH THIS GROUP, SEE PAGE 51.

(4) PARTICIPANTS FROM ALL STATES IN THE REGION ATTENDED WORKSHOPS DEVELOPED AND CONDUCTED BY:

DELAWARE STATE DEPARTMENT/UNIVERSITY OF DELAWARE IN GEORGETOWN, DOVER AND NEWARK ON FEBRUARY 10, MARCH 10, APRIL 7, AND APRIL 28, 1973.

PENNSYLVANIA STATE DEPARTMENT/TEMPLE UNIVERSITY AT BEAVER COLLEGE ON JUNE 18-29, 1973.

(5) DEVELOPED A PROPOSAL FOR A REGIONAL EXTERNAL MASTER'S DEGREE, IN RESPONSE TO THE NEED FOR SUCH A PROGRAM EXPRESSED BY THE STATE DIRECTORS AND REPRESENTATIVES OF THE COOPERATING UNIVERSITIES. JOHNS HOPKINS UNIVERSITY, EXPRESSED INTEREST IN DEVELOPING A DEGREE PROGRAM UTILIZING THE FACULTY AND THE COURSES OF THE UNIVERSITIES SUPPORTED BY THE REGION III

PROJECT. THE PROPOSAL WAS SUBMITTED TO THE FUND FOR THE IMPROVEMENT OF POST-SECONDARY EDUCATION BUT A GRANT WAS NOT SECURED. EXPLORATION OF ALTERNATIVE SOURCES OF FUNDING IS BEING CONTINUED.

D. PROVIDED REPORTING FUNCTION FOR PROJECT AND LIAISON WITH USOE AND OTHER REGIONAL AND NATIONAL PROGRAMS:

(1) SUBMITTED QUARTERLY PROGRESS REPORTS TO USOE.

(2) DEVELOPED PROPOSAL TO USOE FOR SECOND YEAR OF PROJECT FUNDING.

(3) ATTENDED TWO FORMAL MEETINGS WITH USOE OFFICIALS; IN COLUMBUS, OHIO IN SEPTEMBER 1972, AND IN WASHINGTON, D. C. IN MARCH 1973.

(4) MET INFORMALLY WITH USOE OFFICIALS ON THREE OCCASIONS: ONCE TO DISCUSS PROJECT STAFFING; ANOTHER SESSION DEALT WITH SECOND YEAR GRANT TERMS AND CONDITIONS; AND A THIRD TO DISCUSS PROJECT EVALUATION.

(5) MET TWICE IN PHILADELPHIA WITH REGIONAL COMMISSIONER AGNEW AND HIS STAFF TO DISCUSS PROJECT SCOPE OF WORK AND FUTURE DIRECTIONS.

(6) THREE MEETINGS WERE HELD WITH THE PROJECT DIRECTORS OF THE OTHER NINE REGIONAL PROJECTS: COLUMBUS, OHIO - SEPTEMBER 1972; DALLAS, TEXAS - JANUARY 1973; AND WASHINGTON, D. C. - MARCH 1973. INFORMATION REGARDING DIRECTION AND PROGRESS OF STAFF DEVELOPMENT ACTIVITIES THROUGHOUT THE COUNTRY WAS SHARED WITH THE REGION III PROJECT STAFF.

(7) SENT A REPRESENTATIVE FROM REGION III TO THE REGION IV SEMINAR IN ATLANTA IN MAY 1973 AND REPORTED ON THE ACTIVITIES AND PROGRESS MADE BY THAT REGION WITH SUGGESTED IMPLICATION FOR REGION III.

(8) MET WITH DR. NORVILLE NORTHCUTT, PROJECT DIRECTOR, ADULT PERFORMANCE LEVEL PROJECT, UNIVERSITY OF TEXAS AT AUSTIN. DISTRIBUTED INFORMATION ABOUT APL THROUGHOUT REGION III, AND ARRANGED TO HAVE 100 ABE STUDENTS FROM WASHINGTON, D. C. AND BALTIMORE FIELD-TEST THE PERFORMANCE LEVEL INSTRUMENTS DEVELOPED BY THAT PROJECT.

(9) COORDINATED A COMMUNI-LINK DIFFUSSION WORKSHOP FOR THE REGION III ADULT EDUCATION COMMUNITY AT THE UNIVERSITY OF MARYLAND IN FEBRUARY 1973.

(10) DISTRIBUTED INFORMATION DESCRIBING THE CONTINUING EDUCATION UNIT (CEU), AND ITS STATUS THROUGHOUT THE COUNTRY. HELD DISCUSSIONS REGARDING THE FEASIBILITY OF USING THAT SYSTEM FOR THE VARIETY OF ACTIVITIES CONDUCTED UNDER PROJECT SPONSORSHIP.

2. TECHNICAL ASSISTANCE

A. PREPARED AN EXTENSIVE STAFF DEVELOPMENT BIBLIOGRAPHY OF ADULT EDUCATION MATERIALS TO ASSIST LIBRARIES IN DEVELOPING THEIR RESOURCES.

B. PROVIDED REGULAR INFORMATION REGARDING:

(1) THE STATUS OF COMPETENCY-BASED EDUCATION THROUGHOUT THE UNITED STATES.

(2) THE STATUS AND USE OF THE CONTINUING EDUCATION UNIT.

(3) STAFF DEVELOPMENT ACTIVITIES SPONSORED BY A VARIETY OF AGENCIES IN THE REGION;

C. CONDUCTED A PROPOSAL WRITING SEMINAR FOR ADULT EDUCATORS IN THE REGION;

(D) WORKED DIRECTLY WITH FINANCE OFFICERS IN VARIOUS INSTITUTIONS ASSISTING IN SETTING UP ACCURATE RECORD-KEEPING AND REPORTING PROCEDURES;

(E) CONDUCTED WORKSHOPS FOR AREA SUPERVISORS AT THE REQUEST OF THE FOLLOWING STATE DIRECTORS TO INTRODUCE THE COMPETENCY-BASED APPROACH TO DETERMINING TRAINING NEEDS AND DESIGNING TRAINING ACTIVITIES:

(1) VIRGINIA - FEBRUARY 15-16, 1973;

(2) WEST VIRGINIA - MARCH 15-16, 1973;

(3) DISTRICT OF COLUMBIA - MAY 31-JUNE 1, 1973.

(F) AT THE REQUEST OF THE STATE DIRECTOR, MET WITH EACH STATE TEAM (UNIVERSITY REPRESENTATIVES, AND STATE DEPARTMENT PERSONNEL) TO DISCUSS AND CLARIFY PROJECT ROLES AND RELATIONSHIPS.

3. REGIONAL STAFF DEVELOPMENT

A. A CONTINUING SEMINAR FOR STAFF DEVELOPMENT SPECIALISTS WAS ESTABLISHED. DURING THE FIRST YEAR, FIVE TWO-DAY SESSIONS WERE HELD. THE PURPOSES OF THIS SEMINAR WERE:

(1) TO ESTABLISH A REGIONAL TEAM APPROACH TO THE DEVELOPMENT AND OPERATION OF THE PROJECT;

(2) TO DEFINE THE ROLE AND FUNCTIONS OF THE STAFF DEVELOPMENT SPECIALISTS IN THE REGIONAL AND STATE PROJECT;

(3) TO PROVIDE ORIENTATION TO THE COMPETENCY-BASED MODEL FOR STAFF DEVELOPMENT IN ADULT EDUCATION;

(4) TO ESTABLISH THE ROLE THE STAFF DEVELOPMENT SPECIALISTS WILL PLAY IN TESTING AND IMPLEMENTING THE MODEL;

(5) TO PROVIDE LEARNING ACTIVITIES FOR THE STAFF DEVELOPMENT SPECIALISTS TO ASSIST THEM IN ENHANCING THEIR JOB PERFORMANCE.

B. THE WORKSHOPS CONDUCTED FOR AREA SUPERVISORS IN THREE STATES (VIRGINIA, WEST VIRGINIA AND DISTRICT OF COLUMBIA) DEALT WITH THE USE OF A COMPETENCY-BASED PROCESS FOR DETERMINING TRAINING NEEDS, CONDUCTING STAFF DEVELOPMENT ACTIVITIES, AND EVALUATING THEIR SUCCESS. AT THE COMPLETION OF EACH WORKSHOP,

PARTICIPANTS WERE ASSIGNED THE TASK OF IDENTIFYING A TRAINING NEED THEY HAD DISCOVERED AS A RESULT OF USING THE COMPETENCY MODEL. TRAINING ACTIVITIES WOULD THEN BE DESIGNED TO ASSIST PARTICIPANTS IN OVERCOMING FELT DEFICIENCIES.

C. A TWO-DAY PROPOSAL WRITING SEMINAR WAS CONDUCTED IN RESPONSE TO SEVERAL REQUESTS FOR SUCH AN ACTIVITY. ATTENTION WAS FOCUSED ON SOURCES OF FUNDING, DEVELOPMENT OF SCOPE OF WORK, AND BUDGET DEVELOPMENT.

D. ONE REPRESENTATIVE FROM EACH STATE ATTENDED AN EDUCATIONAL TECHNOLOGY SEMINAR IN NEW YORK, WHICH DEALT WITH COMPETENCY AND PERFORMANCE-BASED EDUCATION, PERSONALIZING EDUCATIONAL PROGRAMS, AND OPERATING EFFECTIVE RESOURCE CENTERS AND LEARNING LABS.

4. PROJECT EVALUATION

A CONTRACT FOR AN INDEPENDENT EVALUATION OF THE PROJECT WAS SIGNED WITH COMMONWEALTH LEARNING, INC. IN APRIL 1973. (SCOPE OF WORK AND FINDINGS CAN BE FOUND ON PAGE 175 .) TWO BROAD TASKS WERE ASSIGNED TO THE EVALUATOR. ONE TASK WAS TO PROVIDE AN ASSESSMENT OF THE CONTINUING SEMINAR CONDUCTED FOR THE STAFF

DEVELOPMENT SPECIALISTS. THIS SEMINAR WAS CONSIDERED BY THE REGIONAL OFFICE TO BE OF HIGHEST PRIORITY FOR THE PROJECT, BOTH STATE AND REGIONAL.

THE SECOND EVALUATION TASK WAS TO DEVELOP A DESIGN FOR AN OVERALL EVALUATION OF THE PROJECT FOR THE THREE-YEAR PERIOD.

THE REPORT OF THE EVALUATOR WAS DISTRIBUTED TO THE ENTIRE PROJECT STAFF. DECISIONS ABOUT FUTURE DIRECTION OF THE EVALUATION WILL BE MADE ON THE BASIS OF STAFF RESPONSES TO THESE REPORTS AND NEW INSIGHTS INTO PROGRAM NEEDS.

A PROJECT CRITIQUE FORM WAS COMPLETED BY THE STATE DIRECTORS, THE STAFF DEVELOPMENT SPECIALISTS AND THE UNIVERSITY REPRESENTATIVES. AN ANALYSIS OF THE RESPONSES TO THESE FORMS AND THE EVALUATOR'S REPORT REVEALS THAT THE MAJOR STRENGTHS OF THE REGIONAL PROJECT HAVE BEEN:

(1) THE DEVELOPMENT OF UNIVERSITY COMMITMENT TO PROVIDE ADULT EDUCATION STAFF DEVELOPMENT SERVICES AND THE PROFESSIONAL AND FINANCIAL CAPACITY TO DO SO;

(2) THE ESTABLISHMENT OF A STAFF DEVELOPMENT SPECIALIST POSITION IN THE STATE DEPARTMENT OF EDUCATION;

(3) THE DEVELOPMENT OF INTER-STATE TEAMS BASED ON PROJECT ROLES;

(4) THE DEVELOPMENT OF CROSS-STATE COMMUNICATION AND SHARING OF INFORMATION AND OTHER RESOURCES;

(5) THE FREEDOM GIVEN TO EACH STATE TO DEVELOP PLANS, HIRE PERSONNEL AND CONDUCT ACTIVITIES BASED ON THEIR SPECIFIC NEEDS, WITH NO ATTEMPT TO STANDARDIZE THESE PROCESSES;

(6) IMMEDIATE RESPONSES TO REQUESTS FOR ASSISTANCE IN PROGRAM PLANNING, BUDGET PREPARATION, AND PROBLEM-SOLVING;

(7) THE DEVELOPMENT AND REFINEMENT OF THE COMPETENCY-BASED MODEL FOR DETERMINING NEEDS AND PLANNING TRAINING ACTIVITIES;

(8) THE VARIOUS OPPORTUNITIES PROVIDED FOR EXCHANGE OF IDEAS, BOTH THOSE GENERATED BY PROJECT STAFF AND THOSE ORIGINATING FROM OUTSIDE SOURCES;

(9) THE SIMPLICITY AND FLEXIBILITY OF PROCEDURES FOR MAKING CHANGES IN PLANS AND BUDGETS.

WEAKNESSES IDENTIFIED:

(1) LACK OF CLARITY AND COMFORT REGARDING THE FUNCTIONS OF THE VARIOUS PROJECT ROLES: REGIONAL OFFICE STAFF, REGIONAL PLANNING COUNCIL, STATE DIRECTORS, STAFF DEVELOPMENT SPECIALISTS, UNIVERSITY REPRESENTATIVES AND LOCAL ADMINISTRATORS;

(2) LITTLE OPPORTUNITY FOR FULL PROJECT STAFF TO MEET TOGETHER;

(3) INSUFFICIENT VISIBILITY OF THE PROJECT WITH REGARD TO INSTITUTIONAL DECISION-MAKERS: CHIEF STATE SCHOOL OFFICERS AND UNIVERSITY ADMINISTRATIVE OFFICERS;

(4) RELUCTANCE ON THE PART OF SOME INSTITUTIONS TO REQUEST ON-SITE VISITS AND TECHNICAL ASSISTANCE OF THE REGIONAL STAFF;

(5) RELUCTANCE ON THE PART OF SOME STAFF MEMBERS TO EXPRESS CONCERNS AND DISSATISFACTIONS;

(6) DISPROPORTIONATE AMOUNTS OF TIME SPENT IN ACTIVITIES FOR THE STAFF DEVELOPMENT SPECIALIST;

(7) INADEQUATE INFORMATION SHARING SYSTEM;

(8) NARROW COMPOSITION OF THE REGIONAL PLANNING COUNCIL.

DELAWARE

STATE DEPARTMENT OF EDUCATION STAFF

MR. WILLIAM G. DIX, SUPERVISOR, ADULT AND HIGH SCHOOL EXTENSION

MR. REUBEN SALTERS, STAFF DEVELOPMENT SPECIALIST

UNIVERSITY OF DELAWARE, NEWARK

DR. LEROY ALLEN, COLLEGE OF EDUCATION

MR. RICHARD B. FISCHER, DIVISION OF CONTINUING EDUCATION

(Retyped at the ERIC Clearinghouse in Career Education due to the marginal reproducibility of the original.)

DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION
DEPARTMENT OF EDUCATION

WILLIAM G. DIX, SUPERVISOR
ADULT AND HIGH SCHOOL EXTENSION PROGRAMS

GROVES HIGH SCHOOL ADMINISTRATORS

CHARLES HOFF
KENT COUNTY VOCATIONAL-TECHNICAL SCHOOL DISTRICT

WILLIAM KRAMEDAS
ADULT COMMUNITY EDUCATIONAL PROGRAMS

THORNTON LYNAM
SUSSEX COUNTY VOCATIONAL-TECHNICAL SCHOOL DISTRICT

JAMES L. ANDERSON
WILMINGTON, DELAWARE

MICHAEL K. TOWNSLEY
APPOQUINIMINK SCHOOL DISTRICT

PAT MARRA
DELCASTLE HIGH SCHOOL, WILMINGTON, DELAWARE

ADULT BASIC EDUCATION COORDINATORS

RHETT MCGRIFF
WILMINGTON, DELAWARE

LACY MYERS
DOVER,DELAWARE

BETH HOWLETT
MILLSBORO, DELAWARE

HAZEL SHOWELL
MILFORD, DELAWARE

WESLEY SMITH
SMYRNA, DELAWARE

REUBEN SALTERS
WOODSIDE, DELAWARE

SADIE KEEN
ODESSA, DELAWARE

KEITH DORMAN
WILMINGTON, DELAWARE

CORA N. SELBY
LAUREL, DELAWARE

JAMES A. EVANS
CLAYMONT, DELAWARE

THOMAS METZO, SR.
NEW CASTLE, DELAWARE

G.E.D. TEST EXAMINERS

RICHARD SHARF
UNIVERSITY OF DELAWARE
NEWARK, DELAWARE

MARGARET M. JOHNSON
DELAWARE TECHNICAL AND
COMMUNITY COLLEGE
WILMINGTON, DELAWARE

HERBERT WILSON
GROVER ADULT HIGH SCHOOL
WILMINGTON, DELAWARE

DAVID L. REESE, JR.
DELAWARE BUREAU OF THE VISUALLY
IMPAIRED
WILMINGTON, DELAWARE

ALBERT J. JONES
DELAWARE TECHNICAL AND
COMMUNITY COLLEGE
GEORGETOWN, DELAWARE

RAE BURTON
DELCASTLE HIGH SCHOOL
WILMINGTON, DELAWARE

MCKINLEY WARDOW
GROVES ADULT HIGH SCHOOL
WOODSIDE, DELAWARE

V. DELAWARE ADULT EDUCATION STAFF DEVELOPMENT PROGRAM

FIRST YEAR OBJECTIVES AND PROGRESS

PROGRAM OBJECTIVE 1

TO EXPAND THE CAPABILITIES OF A DELAWARE UNIVERSITY OR COLLEGE TO PROVIDE PROFESSIONAL EDUCATION AND TRAINING COURSES TO ADULT STAFF PERSONNEL.

PROGRESS

THE UNIVERSITY OF DELAWARE WAS IDENTIFIED AS THE HEI BEST ABLE TO PROVIDE EDUCATION AND TRAINING FOR ADULT EDUCATION STAFF, ACCORDING TO THE GUIDELINES DESCRIBED ON PAGE 211 . THE UNIVERSITY OF DELAWARE AGREED TO ESTABLISH AN ADULT EDUCATION PROGRAM WHICH WOULD CONTINUE BEYOND THE THREE YEARS OF FEDERAL FUNDING.

THE FOLLOWING NEW COURSES WERE OFFERED UNDER PROJECT SPONSORSHIP BY THE UNIVERSITY OF DELAWARE DURING THIS FIRST YEAR:

REGION III ADULT EDUCATION STAFF DEVELOPMENT PROJECT

Activities Conducted or Planned

Report Period 30 June 1972 - 15 September 1973

Name of Institution UNIVERSITY OF DELAWARE

1. Courses: on-campus, undergraduate
2. Courses: on-campus, graduate
3. Courses: off-campus, undergraduate
4. Courses: off-campus, graduate
5. Workshops
6. Seminars
7. Summer Institutes
8. Special Information

Title	Location	Dates	Credit Hours	Teaching Staff	Enrollment (Actual or Anticipated)
Foundation of Upper Level Reading (ED 522E)	Univ. of Del.	Fall, 1972	3	Dr. Butcofsky	8
Internship in Adult Education (HEE 808)	Univ. of Del.	Spring, 1973	3	Dr. Allen (host adult administrators regional consultants)	10
Foundations of Upper Level Reading (ED 522)	Univ. of Del.	Spring, 1973	3	Dr. Butcofsky	16
Strategies for Teaching the Educationally Disadvantaged (HEE 5202)		Fall, 1972	3	Dr. E. Adams	25
Intro. to Basic Prin. of Adult Education	Wilmington	Fall, 1972	3	Dr. L. Allen	17
Strategies for Teaching the Educationally Disadvantaged		Spring, 1973	3	Dr. Adams & In-state consultants	3
Teaching Strategies Curr. Mats.&Prog.Pl. Methodology in A. E. Planning & Evaluation	Sussex Kent New Castle Newark	2-10-73 3-10-73 4-7-73 4-28-73	var.	Sherron, Allen, Laws, Howe, Crocenzi, Staropolis, Arena, Sommer, Fisher, Badman	100-300
Introd. to Basic Prin. of A. E. (ED 667)	Del. State College, Dover	Spring, 1973	3	Dr. Allen	22 An
ED.102 Management of Learning. Seminar for aides and paraprofessionals	Del. Community College, Wilmington	Spring, 1973	1	Fleming and Bryson	30

Special Information

Current status at University of Delaware regarding: Certificate in A. E. - under revision. BA in A. E. - None. MA in A. E. - currently seeking students (one in program). Ph.D. or Ed.D in A. E. - None

PROGRAM OBJECTIVE 2

INTEREST OTHER HIGHER EDUCATIONAL INSTITUTIONS IN THE ESTABLISHMENT OF ADULT EDUCATION DEGREE COURSES IN A COORDINATED ARRANGEMENT WHERE COMMON COURSE WORK AND TRAINING MAY BE GIVEN AT STRATEGIC GEOGRAPHIC LOCATIONS.

PROGRESS

IN ADDITION TO THE UNIVERSITY OF DELAWARE, DELAWARE STATE COLLEGE AND DELAWARE TECHNICAL COLLEGE PROVIDE CLASSROOM FACILITIES AND PERSONNEL TO ASSIST IN CARRYING OUT THE PROJECT ACTIVITIES.

THE ACTIVITIES PROVIDED BY THE UNIVERSITY OF DELAWARE IN COOPERATION WITH DELAWARE TECHNICAL COLLEGE AND DELAWARE STATE COLLEGE WILL BE EXPANDED DURING SECOND YEAR WITH THE FOLLOWING ADDITIONS:

PSYCHOLOGY OF THE ADULT LEARNER

ENGLISH AS A SECOND LANGUAGE - BILINGUAL APPROACH

(6) PRE-SERVICE CLINICS - ATTITUDINAL ASPECTS OF ADULT TEACHING

PROGRAM OBJECTIVE 3

TO PROVIDE INCENTIVES TO BOTH PEOPLE AND INSTITUTIONS WHO ARE MAKING INITIAL FORAYS INTO THE FIELD OF ADULT EDUCATION.

PROGRESS

DURING THE INITIAL STAGES OF THE PROJECT, TWO KINDS OF INCENTIVES WERE IDENTIFIED: (1) SALARY INCREASES FOR ADULT EDUCATION STAFF COMPLETING TRAINING ACTIVITIES; (2) A STATE-WIDE ADULT EDUCATION CERTIFICATION PROGRAM. PROPOSALS HAVE BEEN SUBMITTED TO THE STATE BOARD OF EDUCATION TO INITIATE BOTH PROGRAMS.

PROGRAM OBJECTIVE 4

TO PROVIDE READILY ACCESSIBLE EDUCATIONAL AND TRAINING OPPORTUNITIES TO SCHOOLS AND ORGANIZATIONS IN LOCAL AREAS.

PROGRESS

A SURVEY OF ADULT EDUCATION STAFF REVEALED THAT TEACHERS PREFERRED TO ATTEND CENTRALIZED STAFF DEVELOPMENT ACTIVITIES RATHER THAN ACTIVITIES BROUGHT TO A LOCAL SITE. FOUR REGIONAL CONFERENCES WERE HELD, ONE IN EACH OF THE FOLLOWING LOCATIONS: KENT COUNTY, SUSSEX COUNTY, NEW CASTLE AND NEWARK.

PROGRAM OBJECTIVE 5

TO IDENTIFY TRAINED PERSONNEL AND JOBS AVAILABLE IN ADULT EDUCATION IN DELAWARE.

PROGRESS

THE SURVEY WILL BE CONDUCTED DURING SECOND PROJECT YEAR.

PROGRAM OBJECTIVE 6

TO DEVELOP A NUCLEUS OF HIGHLY TRAINED PROFESSIONALS WITHIN DELAWARE TO MEET THE IN-SERVICE TRAINING NEEDS OF ADULT EDUCATION STAFF.

PROGRESS

THE TRAINING ACTIVITIES CONDUCTED DURING FIRST PROJECT YEAR AT BOTH STATE AND REGIONAL LEVELS HAVE BEEN A MAJOR STEP IN THE PROCESS OF DEVELOPING A CORE OF PERSONS QUALIFIED TO CONDUCT IN-SERVICE TRAINING FOR DELAWARE. IN ADDITION TO THE COURSES SPONSORED BY THE UNIVERSITY OF DELAWARE, THE FOLLOWING ACTIVITIES WERE CONDUCTED BY THE SDAE. ALL ACTIVITIES CONDUCTED ARE COMPATIBLE WITH THE MOVEMENT TOWARD A COMPETENCY-BASED ADULT EDUCATION CERTIFICATION PROGRAM.

REGION III ADULT EDUCATION STAFF DEVELOPMENT PROJECT

Activities Conducted or Planned

Report Period 30 June 1972 - 15 September 1973

Name of State DELAWARE

1. Workshops
2. Seminars
3. Summer Institutes
4. Special Information

	Title	Location	Dates	Credit Hours	Teaching Staff	Enrollment (Actual or Anticipated)
1.	Inservice Session- The Adult Learner; Teaching Approaches; Basic Reading; Career Ladders; Teacher Education	Various locations	Fall 1972		Dr. L. Allen Dr. E. Adams Mrs. Fleming	16
1.	Eight local pre-service Orientation Sessions "Attitudinal Aspects of Adult Teaching"		Sept. 1972		ABE staff Myers, Showell, McGriff, Selby, Johnson, Van Sant, Allen, Keller	all local pro practitioners
1.	Inservice Workshop including Audio-visual Lecture & Demonstration	Wilmington, Dover, Seaford	Spring 1973		Dr. Allen and other Univ. consultants	all local pro practitioners
1	Learning Laboratory Workshop	Kent County Milford Indian River	Spring 1973		Mrs. Purnell (out-of state consultant) Mrs. Keller (in-state consultant)	12
3.	Workshop: Methodology and Techniques for Teaching Social Living Skills	Del. State College, Dover	8-2/11-72	2 in-service	Dr. Adams Dr. Williams	23

PROGRAM OBJECTIVE 7

TO PROVIDE DELAWARE TEACHERS OF ADULT EDUCATION LOCAL IN-SERVICE INSTRUCTION AND ORIENTATION IN METHODS OF TEACHING ADULTS, THE PHILOSOPHY OF ADULT EDUCATION, THE CHARACTERISTICS OF THE ADULT LEARNER AND METHODS OF EVALUATION.

PROGRESS

A TOTAL OF 125 PERSONS PARTICIPATED IN THE ACTIVITIES DESCRIBED ABOVE.

PROGRAM OBJECTIVE 8

TO COORDINATE FINANCIAL RESOURCES AND PERSONNEL IN DELAWARE EDUCATIONAL INSTITUTIONS AND THE STATE DEPARTMENT OF EDUCATION IN ORDER TO LOWER THE COST OF TRAINING. TO STRENGTHEN RELATIONSHIPS WITH OTHER STATE AGENCY PROGRAMS INVOLVED IN ADULT EDUCATION THROUGH PROVISION OF SHARED TECHNICAL ASSISTANCE FOR SOLUTIONS OF SPECIAL PROBLEMS.

PROGRESS

DURING THE INITIAL STAGES OF THE PROJECT YEAR PLANS WERE DEVELOPED FOR THE COORDINATION AND SHARING OF RESOURCES TO REDUCE COSTS AND ENHANCE EFFECTIVE PROBLEM SOLVING. (IT IS EXPECTED THAT APPROVAL OF THESE PLANS BY THE VARIOUS AGENCIES INVOLVED WILL BE OBTAINED DURING SECOND YEAR.)

PROGRAM OBJECTIVE 9

TO ESTABLISH AND MAINTAIN AT THE STATE LEVEL, A PERSON BEARING PRIME RESPONSIBILITY FOR STAFF DEVELOPMENT IN ADULT EDUCATION.

PROGRESS

THE DELAWARE PROJECT HAD INITIALLY PLANNED TO DELEGATE STAFF DEVELOPMENT RESPONSIBILITIES TO FOUR ALREADY-EMPLOYED ADULT EDUCATION ADMINISTRATORS UNDER THE SUPERVISION OF THE STATE DIRECTOR. IT WAS BELIEVED THAT THIS DECENTRALIZED STRUCTURE WOULD PROVIDE FOR AN ADULT EDUCATION PROGRAM MORE RESPONSIVE TO LOCAL NEEDS. HOWEVER, BY MID-YEAR, IT BECAME EVIDENT THAT PLANNING AND CONDUCTING STAFF DEVELOPMENT ACTIVITIES REQUIRED MORE TIME AND ATTENTION THAN THESE ADMINISTRATORS WERE ABLE TO EXPEND. A STAFF DEVELOPMENT SPECIALIST POSITION WAS ESTABLISHED AT KENT CITY TO SERVE STAFF DEVELOPMENT NEEDS THROUGHOUT THE STATE. AT THE END OF THE FIRST YEAR, IN EVALUATING THE EFFECTIVENESS OF THIS ARRANGEMENT, THE STATE ADVISORY COUNCIL DECIDED TO HOUSE THIS POSITION AT THE DIVISION OF CONTINUING EDUCATION, UNIVERSITY OF DELAWARE. THIS APPROACH APPEARS JUSTIFIABLE SINCE THE DIVISION HAS BEEN CHARGED WITH RESPONSIBILITY FOR PROVIDING STAFF DEVELOPMENT SERVICES TO ALL STATE PERSONNEL.

PROGRAM OBJECTIVE 10

TO BUILD AN EFFECTIVE PROCEDURE FOR SYSTEMATIC EVALUATION OF STAFF DEVELOPMENT TRAINING AND METHODS.

PROGRESS

AN EVALUATION DESIGN IS CURRENTLY BEING DEVELOPED BY AN INDEPENDENT CONSULTING GROUP, AND WILL BE OPERATIONAL DURING SECOND YEAR.

DISTRICT OF COLUMBIA

STATE DEPARTMENT OF EDUCATION STAFF

MS. MARY G. TURNER, DIRECTOR, DEPARTMENT OF ADULT & CONTINUING EDUCATION

MR. RALPH TIGNOR, STAFF DEVELOPMENT SPECIALIST

MS. ALAMEDA HANSBOROUGH, ASSISTANT DIRECTOR, ADULT BASIC EDUCATION

DISTRICT OF COLUMBIA TEACHERS COLLEGE

MR. FRANK B. LAWRENCE, ADULT EDUCATION PROGRAMS

(Retyped at the ERIC Clearinghouse in Career Education due to the marginal reproducibility of the original.)

ADULT EDUCATION STAFFS IN STATE DEPARTMENTS OF EDUCATION

DISTRICT OF COLUMBIA

GEORGE A. CAMPBELL, ASSISTANT SUPERINTENDENT
DEPARTMENT OF SUMMER SCHOOLS, CONTINUING EDUCATION & URBAN SERVICE CORPS
PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
WASHINGTON, D. C.

MARY G. TURNER, DIRECTOR
ADULT EDUCATION

FRED J. ARANHA, JR.
ASSISTANT FOR COMMUNITY SCHOOL COORDINATION

JOHN R. ROSSER, JR., SUPERVISING DIRECTOR
ADULT AND CONTINUING EDUCATION (ON LEAVE)

ALVIN E. GROSS, SUPERVISING DIRECTOR
CONTINUING EDUCATION AND SUMMER SCHOOLS

MARY R. PARKER, ASSISTANT DIRECTOR
ADULT EDUCATION DEMONSTRATION CENTER

DELIA G. PAILEN, ASSISTANT FOR STUDENT SERVICES
ADULT EDUCATION DEMONSTRATION CENTER

ALAMEDA T. HANSBOROUGH, ASSISTANT DIRECTOR
ADULT BASIC EDUCATION

DOUGLAS L. KELLEY, ASSISTANT DIRECTOR
ADULT BASIC EDUCATION

M. MAXINE DAVIS, ASSISTANT DIRECTOR
ADULT BASIC EDUCATION

VI. DISTRICT OF COLUMBIA ADULT EDUCATION STAFF DEVELOPMENT PROGRAM

FIRST YEAR OBJECTIVES AND GOALS

PROGRAM OBJECTIVE 1

TO ESTABLISH A STAFF DEVELOPMENT COORDINATION CAPABILITY IN ADULT EDUCATION IN THE CENTRAL ADMINISTRATION OF DISTRICT OF COLUMBIA PUBLIC SCHOOLS.

PROGRESS

THE STATE DIRECTOR OF ADULT EDUCATION, DISTRICT OF COLUMBIA, PLAYED A PRIMARY ROLE IN STAFF DEVELOPMENT PLANNING FOR ADULT EDUCATION IN THE DISTRICT OF COLUMBIA. SHE ASSIGNED A STAFF MEMBER IN EACH FACILITY, PROGRAM AND PROJECT TO UNDERTAKE THE RESPONSIBILITY OF PROMOTING STAFF DEVELOPMENT ACTIVITIES FOR THEIR PROGRAMS. THE STAFF MEMBERS ARE: MARY PARKER, DELIA PAILEN, JEAN DAVISON, ROMAY FOWLER AND SUE WHITE.

PROGRAM OBJECTIVE 2

TO APPOINT A STAFF DEVELOPMENT COORDINATOR WHO CAN DEVOTE 50 PER CENT OF HIS TIME TO THE COORDINATION OF THE STATE PLAN ACTIVITIES.

PROGRESS

MR. RALPH TIGNOR WAS APPOINTED STAFF DEVELOPMENT SPECIALIST AND DEVOTES 50 PER CENT OF HIS TIME TO THE PROJECT. MRS. ALAMEDA T. HANSBOROUGH, ASSISTANT DIRECTOR, ADULT BASIC EDUCATION, D. C. PUBLIC SCHOOLS ALSO PROVIDES 50 PER CENT OF HER TIME IN STAFF DEVELOPMENT ACTIVITIES. THESE SPECIALISTS SHARE RESPONSIBILITIES FOR COORDINATING ADULT EDUCATION STAFF DEVELOPMENT ACTIVITIES FOR THE DISTRICT OF COLUMBIA, AND SERVE AS LIAISON BETWEEN THE DISTRICT OF COLUMBIA TEACHERS COLLEGE AND THE D. C. PUBLIC SCHOOLS.

PROGRAM OBJECTIVE 3

TO CONDUCT WORKSHOPS FOR D. C. PUBLIC SCHOOLS TO MEET THE NEEDS OF ADULT EDUCATION STAFF IN THE DISTRICT OF COLUMBIA.

PROGRESS

SEE ACTIVITIES CONDUCTED ON PAGE 74 .

PROGRAM OBJECTIVE 4

DEVELOP A SYSTEM FOR REVIEW, EVALUATION AND PROJECTION OF STAFF DEVELOPMENT NEEDS.

PROGRESS

AN ADVISORY COUNCIL FOR THE AESD PROJECT OF THE DISTRICT OF COLUMBIA TEACHERS COLLEGE HAS BEEN APPOINTED. THE MEMBERS ARE:

BRITTON M. ARRINGTON, U.S. DEPARTMENT OF LABOR

HERMAN BROWN, ASSOCIATE ACADEMIC DEAN, D.C.T.C.

FRANK CUSH, CHAIRMAN, D.C. ADVISORY COUNCIL ON AE

JAMES R. DORLAND, EXECUTIVE SECRETARY, NAPCAE

ALAMEDA T. HANSBOROUGH, ASSISTANT DIRECTOR, ABE, ARMSTRONG ADULT EDUCATION CENTER

WILLIAM JEFFERSON, SUPERVISING DIRECTOR, MANPOWER DEVELOPMENT AND TRAINING, D.C. PUBLIC SCHOOLS

SOLOMON J. KENDRICK, CHIEF EXAMINER FOR THE BOARD OF EXAMINERS, D.C. PUBLIC SCHOOLS

ELLIOTT W. LUCAS, PRINCIPAL, ARMSTRONG ADULT EDUCATION CENTER

RUTH A. LUCAS, DIRECTOR, EUROPEAN DIVISION, URBAN SERVICES, WASHINGTON TECHNICAL INSTITUTE

JOSEPH E. PAIGE, FORMER DEAN, SCHOOL OF EDUCATION, FEDERAL CITY COLLEGE

WILLIAM H. RUMSEY, CHIEF, DIVISION OF EDUCATION DEPT. OF HUMAN RESOURCES, DISTRICT OF COLUMBIA

EDWARD P. TANGMAN, SUPERVISING DIRECTOR, TRADE AND INDUSTRIAL EDUCATION, D. C. PUBLIC SCHOOLS

MARY G. TURNER, STATE DIRECTOR OF ADULT EDUCATION, D. C. PUBLIC SCHOOLS

PROGRAM OBJECTIVE 5

TO OFFER A CORE OF AT LEAST THREE BASIC GRADUATE LEVEL CREDIT COURSES FOR ADULT EDUCATORS AT THE DISTRICT OF COLUMBIA TEACHERS COLLEGE.

PROGRESS

DISTRICT OF COLUMBIA TEACHERS COLLEGE HAS EXCEEDED THIS GOAL. SEE THE COURSE OFFERINGS ON PAGE 75.

PROGRAM OBJECTIVE 6

TO PLAN A PROGRAM LEADING TO A MASTER'S DEGREE FOR APPROVAL BY THE COLLEGE AND THE BOARD OF HIGHER EDUCATION.

PROGRESS

THE DISTRICT OF COLUMBIA TEACHERS COLLEGE HAS DEVELOPED AN ADULT EDUCATION PROGRAM LEADING TO A PROFESSIONAL CERTIFICATE IN ADULT EDUCATION. TWENTY-TWO SEMESTER HOURS WERE OFFERED DURING THE SECOND SEMESTER WHICH ARE APPLICABLE TO THE PCAE PROJECT.

PROGRAM OBJECTIVE 7

PLAN A PROGRAM FOR PARAPROFESSIONALS AND UNDERGRADUATES LEADING TO ASSOCIATE DEGREE.

REGION III ADULT EDUCATION STAFF DEVELOPMENT PROJECT

Activities Conducted or Planned

Report Period 30 June 1972-15 September 1973

Name of State DISTRICT OF COLUMBIA

1. Workshops
2. Seminars
3. Summer Institutes
4. Special Information

Title	Location	Dates	Credit Hours	Teaching Staff	Enrollment (Actual or Anticipated)
1. Visual Media in Adult Education	AEDC	11-28-72		Mr. Ellison (Electric Co)	25 Ac
1. Teaching Techniques for Programmed Mat.	AEDC	12-12-72		Mr. Ambrose (SRA Co)	50 Ac
1. Breakthrough in Teaching Reading to Educable Retarded Adults	AEDC	1-18-72		Mr. Douglas Smelt Mr. A. Harner (Grolier Co)	24 Ac
1. Training Paraprofessionals to work as teacher aids in classes for students with hearing loss	AEDC	12-1-72 to present		Miss C.V.Spinner	5
1. Effective Techniques in the Teaching for GED preparation	AEDC	1-26/30-73 2-2-73		Mrs. R. Fowler Mrs. J. Davison	10 Ac
1. Individualization of Instruction through use of Teacher made materials	Immaculate Conception School	2-10-73		Mrs. G. Smith Mrs. Fowler Mrs. J. Davison Mrs. A. Holliday Mr. H. Neal Mrs. S. White	112 Ac
1. A New Approach to Reading with Implication for A.E.	AEDC	2-13-73		Mr. T. Hunt (Bettikit Co)	17 Ac
1. Teaching for GED Examinations		3-30-73		Mr. R. Thomas (Cambridge Pub.)	63 Ac
1. Breakthrough in Teaching Reading to Educable Retarded Adults		4-11-73		Mr. D. Smith Mr. A. Harner (Grolier Co.)	74 Ac

Special Information

Workshops: State will provide released time

REGION III ADULT EDUCATION STAFF DEVELOPMENT PROJECT

Activities Conducted or Planned

Report Period 30 June 1972 - 15 September 1973

Name of Institution DISTRICT OF COLUMBIA TEACHERS COLLEGE

1. Courses: on-campus, undergraduate
2. Courses: on-campus, graduate
3. Courses: off-campus, undergraduate
4. Courses: off-campus, graduate
5. Workshops
6. Seminars
7. Summer Institutes
8. Special Information

	Title	Location	Dates	Credit Hours	Teaching Staff	Enrollment (Actual or Anticipated)
2.	A.ED. 615 Seminar in Adult Education	D.C.T.C.	Fall, 1972	3	Frank Lawrence	15
2.	ED. 515 Education & Services for the Disadvantaged	D.C.T.C.	Fall, 1972 Spring, 1973	3 3	Mr. Rumsey Mr. Rumsey	15
2.	A.ED. 551 Adult Education Development & Essentials	D.C.T.C.	Fall, 1972 (2 sections)	3 3	Frank Lawrence Frank Lawrence	12 12
2	A.ED. 539 Administration of Adult Education Programs	D.C.T.C.	Fall, 1972 Spring, 1973	3 3	Frank Lawrence Frank Lawrence	8 12
2	ED. 592 Materials & Methods in Adult Education	D.C.T.C.	Spring, 1973 (2 sections)	3 3	Frank Lawrence Frank Lawrence	10 15
2	ED. 495 Use of Media in Teaching	D.C.T.C.	Summer, 1973	3	Dr. Tzeng	15
2	ED. 497 Remedial Teaching in the Basic Skills	D.C.T.C.	Summer, 1973	3	Mrs. Doby Mrs. Everette	15
2	PSYC. 452 Mental Health	D.C.T.C.	Fall, 1972 Summer, 1973	3 3	Mr. Thomas Mr. Thomas	24 15
2	READ. 533 Reading in the Content Areas	D.C.T.C.	Summer, 1973	3	Mrs. Troupe	15
2	READ. 526 Word Perception Skills	D.C.T.C.	Summer, 1973	3	Mrs. Troupe	15
2	SOC. 426/526 Sociology of Urban Youth	D.C.T.C.	Spring 1973 " " Summer, 1973	3 3 3	Mr. Lowe Dr. Lewis Dr. Blue	25 25 28

Continuation Sheet - Page Two - D.C.T.C.

Title	Location	Dates	Credit Hours	Teaching Staff	Enrollment (Actual or Anticipated)
Organization and Management of a Learning Laboratory (Recommendation of the State Director of Adult Education)	Armstrong Adult Education Center Project CALL	June 18-22, 1973	1 (plan)	Dr. J. Carter Frank Lawrence A.Hansborough R. Tignor (others as needed)	40

Special Information

Professional Certificate in Adult Education - Fall Semester 1973

PROGRESS

A TWO YEAR PROGRAM FOR TRAINING OF THE PARA-PROFESSIONAL IS A REGULAR PROGRAM OFFERING OF THE DISTRICT OF COLUMBIA TEACHERS COLLEGE. AN ADULT EDUCATION ELEMENT IS BEING PLANNED TO PROVIDE LINKAGE WITH THE COOPERATIVE OPPORTUNITY PROGRAM. AN ADULT EDUCATION CONCENTRATION IS BEING CONSIDERED AT THE UNDERGRADUATE LEVEL FOR ELEMENTARY EDUCATION MAJORS; AND A MINOR IN ADULT EDUCATION IS BEING CONSIDERED FOR SECONDARY EDUCATION MAJORS.

MARYLAND

STATE DEPARTMENT OF EDUCATION STAFF

MS. THELMA M. CORNISH, COORDINATOR, ADULT AND CONTINUING EDUCATION

MS. NAOMI KEITER, STAFF DEVELOPMENT SPECIALIST

COOPERATING INSTITUTIONS

MORGAN STATE COLLEGE:

DEAN BERYL W. WILLIAMS, CENTER FOR CONTINUING EDUCATION

MR. CHARLES TALBERT, CENTER FOR CONTINUING EDUCATION

COPPIN STATE COLLEGE:

MS. GLORIA TAYLOR, ADULT EDUCATION PROGRAMS

(Retyped at the ERIC Clearinghouse in Career Education due to the marginal reproducibility of the original.)

ADULT EDUCATION STAFFS IN STATE

DEPARTMENTS OF EDUCATION

MARYLAND

THELMA CORNISH, COORDINATOR
ADULT CONTINUING EDUCATION
STATE DEPARTMENT OF EDUCATION
BALTIMORE, MARYLAND

SHARON BAYLIN, SPECIALIST
REPORTING AND DISSEMINATION OF INFORMATION

RONALD JACOBY, SPECIALIST
CIVIL DEFENSE

JOHN JOHNS, SPECIALIST
CIVIL DEFENSE

J. DANIEL MOSS, SPECIALIST
ADULT CONTINUING EDUCATION, REGION I

WELLINGTON ROSS, SPECIALIST
ADULT CONTINUING EDUCATION, REGION III

WAYNE WHARTON, SPECIALIST
ADULT CONTINUING EDUCATION, REGION IV

VII. MARYLAND ADULT EDUCATION STAFF DEVELOPMENT PROGRAM

FIRST YEAR OBJECTIVES AND GOALS

PROGRAM OBJECTIVE 1

TO DEVELOP A STAFF DEVELOPMENT CAPABILITY WITHIN THE STATE DEPARTMENT OF EDUCATION TO COORDINATE IN-SERVICE AND PRE-SERVICE ACTIVITIES AMONG INSTITUTIONS OF HIGHER LEARNING, LOCAL EDUCATIONAL AGENCIES, AND SELECTED COOPERATING AGENCIES; AND TO ESTABLISH A COOPERATIVE WORKING RELATIONSHIP AMONG THEM.

PROGRESS

THE MARYLAND STAFF DEVELOPMENT PROJECT BECAME MOST ACTIVE IN DECEMBER 1972, AT WHICH TIME MS. NAOMI KEITER WAS EMPLOYED AS STAFF DEVELOPMENT SPECIALIST IN THE STATE DEPARTMENT, AND MR. CHARLES TALBERT BECAME STAFF ASSOCIATE AT MORGAN STATE COLLEGE. A DETAILED LISTING OF THE COURSES, WORKSHOPS, AND OTHER ACTIVITIES CONDUCTED DURING THE FIRST YEAR AND THE EXTENT OF INTER-AGENCY COOPERATION CAN BE FOUND ON PAGE 80 . IN DESCRIPTIVE TERMS, THE MARYLAND STATE TEAM COOPERATING IN:

REGION III ADULT EDUCATION STAFF DEVELOPMENT PROJECT

Activities Conducted or Planned

Report Period 30 June 1972 - 15 September 1973

me of State MARYLAND

1. Workshops
2. Seminars
3. Summer Institutes
4. Special Information

Title	Location	Dates	Credit Hours	Teaching Staff	Enrollment (Actual or Anticipated)
Teaching the Beginner Reader	Salisbury, Md.	2-19-72		Wayne Wharton, Dr. Schiffman	39 Ac
Recruiting & Retention Workshop	Lanham, Md.	8-23/24-72		Dan Moss	151 Ac
Tri-County Conf.	Easton, Md.	9-22/23-72		Geo. Uchuck, Sue Deckelman, Ronald Dick	35 Ac
State-wide Conf. of Supervisors	Lanham, Md.	9-27-72		Thelma Cornish	40 Ac
ABE Materials	Cambridge, Md.	October 1972		Wayne Wharton	12 Ac
Teacher Training Workshop ABE - GED		10-28-72			55 Ac
Regional Workshop for Teachers, Region I		11-4-72		Dan Moss	12 Ac
Natl. Advisory Comm. Meeting	Baltimore, Md.	11-9-72		Adult Cont. Educ. Spec.	54 Ac
Regional Workshop for Teachers, Reg.I		11-11-72		Dan Moss	18 Ac
Regional Workshop for Teachers, Reg.I		11-25-72		Dan Moss	30 Ac
Regional Workshop for Teachers, Reg.I		12-2-72		Dan Moss	26 Ac
Library ABE Regional Interagency Cooper.		12-6-72		Thelma Cornish Elliott Shelkrot	42 Ac
Region IV Round-table Meeting	Easton, Md.	12-12-72		Wayne Wharton Lee Weller	15 Ac

Continuation Sheet - Page Two - Maryland

	Title	Location	Dates	Credit Hours	Teaching Staff	Enrollment (Actual or Anticipate
2.	ABE Library Regional Workshop Interagency Cooperation	Baltimore City,Md.	1-12-73		Wellington Ross	96 Ac
2.	Library-ABE Workshop Interagency Cooperation	Easton, Md.	3-10-73		Wayne Wharton, Naomi Keiter Elliott Shelkrot	57 Ac.
2.	Developing Creative Leadership in Parent Educ., Interagency Conf	Baltimore, Md.	3-15-73		Thelma Cornish, Dr. Chandler Dr. Conant Curtis Andrews Velma Evans	112 Ac
2.	ABE Teacher Training Materials Workshop	Baltimore County	3-17-73		Wellington Ross Naomi Keiter Bert Witt	25 Ac.
2.	Teaching of English-Regions I & II		April 1973		Dan Moss Thelma Cornish	52 An
2.	ITV/Staff Development Region IB		4-25-73		Wayne Wharton Naomi Keiter	49 An
2	Regional Workshop for Teachers - Region I		4-28-73		Dan Moss	21 An
2.	ITV (MAPSCE)	Lanham, Md.	5-4-73		Wayne Wharton	87 An
2	Regional Workshop for Teachers - Region I		5-5-73		Dan Moss	21 An
2	ITV/Staff Development Region 1A		5-10-73		Wayne Wharton Naomi Keiter	109 An
2.	ITV/Staff Development Region IV		5-17-73		Wayne Wharton Naomi Keiter	109 An
2.	ITV/Staff Development Region III		5-22-73		Wayne Wharton Naomi Keiter	49 An

Continuation Sheet - Page Three - Maryland

	Title	Location	Dates	Credit Hours	Teaching Staff	Enrollment (Actual or Anticipate
2.	Adult Education Review Committee	Baltimore, Md.	5-23/24-73		Adult Cont. Educ. Spec.	
2.	Tri-County Spring Conf.	Easton, Md.	June, 1973		Wayne Wharton	11 An
2.	Volunteers in Reading Programs Workshop	Baltimore, Md.	4-7-73		Dr. Verhaalen Thelma Cornish Dr. Muellen	

4. Special Information

Workshops: State provides Stipend $75/$15 per dependent on 2 or 3 week summer workshops only. One round trip travel expenses. Books and supplies and released time.

PROGRAM OBJECTIVE 2

TO RELATE THESE ACTIVITIES TO THE PROPOSED TEACHER EDUCATION PROGRAM VIA EDUCATIONAL T.V.

PROGRESS

STATE GRANT FUNDS HAVE BEEN USED TO CONTRACT SERVICES OF A SPECIALIST IN ADULT BASIC EDUCATION TO DEVELOP THE CONTENT OF THE TEACHER EDUCATION PROGRAM WHICH WENT ON THE AIR OCTOBER 2, 1973. AS SHOWN ON THE ACTIVITIES CHART, MS. KEITER, MR. TALBERT AND MRS. CORNISH PLAYED AN ACTIVE ROLE IN DESIGNING EVALUATION AND UTILIZATION PROCEDURES FOR THE TELEVISION SERIES AND IN THE SELECTION OF THE HOST INSTRUCTOR.

PROGRAM OBJECTIVE 3

TO ESTABLISH AND MAINTAIN GRADUATE LEVEL ADULT EDUCATION STAFF DEVELOPMENT PROGRAMS IN TWO INSTITUTIONS OF HIGHER LEARNING: MORGAN AND TOWSON STATE COLLEGES.

PROGRESS

THE ATTACHED CHART REVEALS THE EXTENT OF ACTIVITIES INITIATED DURING THE FIRST YEAR AT MORGAN STATE COLLEGE. IN AUGUST 1973 A PROPOSAL FOR A M. A. DEGREE IN ADULT EDUCATION WAS SUBMITTED TO THE MORGAN STATE COLLEGE GRADUATE COUNCIL.

A. RECRUITING STUDENTS FOR THE GRADUATE AND UNDER-GRADUATE COURSES OFFERED BY THE INSTITUTIONS OF HIGHER LEARNING.

B. DESIGNING ADULT EDUCATION COURSES BASED ON THE ANALYSIS OF NEEDS SURVEY.

C. WORKING WITH INSTITUTIONS AND IN CONJUNCTION WITH THE PROFESSIONAL ASSOCIATIONS IN ADULT EDUCATION TO ESTABLISH COMPETENCY-BASED CERTIFICATION REQUIREMENTS FOR ADULT EDUCATION PERSONNEL.

D. INVOLVING INSTITUTIONS OF HIGHER LEARNING IN LOCAL AND STATE IN-SERVICE ACTIVITIES.

E. INITIATING COURSE OFFERINGS TO FOCUS ON ANALYSIS OF NEEDS OF RURAL ADULTS AND THEIR IMPLICATIONS FOR DEVELOPMENT OF APPROPRIATE ADULT EDUCATION PERSONNEL. (REQUESTS HAVE COME FROM SALISBURY STATE COLLEGE, EASTERN SHORE; AND FROSTBURG STATE COLLEGE, WESTERN MARYLAND.) THE PROFESSORS OF ADULT EDUCATION AT TOWSON AND MORGAN WILL CONDUCT PROFESSIONAL DEVELOPMENT ACTIVITIES AT THE INSTITUTIONS.

F. ASSISTING IN THE DEVELOPMENT AND IMPLEMENTATION OF PROCEDURES FOR EVALUATION OF THE TELEVISED TEACHER EDUCATION SERIES.

(1) PILOT AND FIELD TEST DURING FALL SEMESTER BEGINNING OCTOBER 2, 1973;

(2) MAKE REVISIONS, IF NECESSARY.

REGION III ADULT EDUCATION STAFF DEVELOPMENT PROJECT

Activities Conducted or Planned

Report Period 30 June 1972 - 15 September 1973

BEST COPY AVAILABLE

Name of Institution COPPIN AND MORGAN

1. Courses: on-campus, undergraduate
2. Courses: on-campus, graduate
3. Courses: off-campus, undergraduate
4. Courses: off-campus, graduate
5. Workshops
6. Seminars
7. Summer Institutes
8. Special Information

	Title	Location	Dates	Credit Hours	Teaching Staff	Enrollment (Actual or Anticipate
1.	Counseling Adults	Coppin	June-July,1972	3	Theresa Stewart	8 Ac
1.	Intro. to Adult Educ.	Coppin	Winter 1972	3	Gloria Taylor	20 Ac
1.	Psyc. of the Adult Learner	Coppin	Winter 1972	3	Gloria Taylor	12 Ac
1.	Counseling Adults	Coppin	Winter 1972	3	Gloria Taylor	7 Ac
1.	Community Development	Coppin	Winter 1972	3	Gloria Taylor	11 Ac
1.	Principles of Program Planning	Coppin	Winter 1972	3	Gloria Taylor	6 Ac
1.	Materials & Methods in Adult Education	Coppin	Summer 1973	3	Gloria Taylor	
1.	Counseling Adults	Coppin	Summer 1973	3	Theresa Stewart	
	Principles & Program Planning in A. E.	Coppin	Summer 1973	3		
	Community Development in A. E.	Coppin	Summer 1973	3	Gloria Taylor	
	Materials & Methods in A. E.	Coppin	Summer 1973	3		
	Principles & Program Planning in A. E.	Coppin	Summer 1973	3		
1.	Fundamentals of Adult Education II (Techniques)	Morgan	Summer 1972	3	William Thompson	CANCELLED
1.	Fundamentals of A. E.	Morgan	Fall 72-73	3	William Thompson	7
1.	Fundamentals of A.E.II	Morgan	Summer 1973	3	Charles Talbert	15

Continuation Sheet - Page Two - COPPIN AND MORGAN

	Title	Location	Dates	Credit Hours	Teaching Staff	Enrollment (Actual or Anticipate
1.	Fundamentals of Adult Education I	Morgan	Fall 1973	3	William Thompson	15
1.	Fundamentals of Adult Education II	Morgan	Spring 72-73	3	William Thompson	16
2.	26.495.91*	Morgan	Summer 1972	3	William Thompson	
2.	26.494.91*	Morgan	Fall 72-73	3	William Thompson	3
2.	26.495.91*	Morgan	Spring 72-73	3	William Thompson	6
2.	26.495.91*	Morgan	Summer 1973	3	Charles Talbert	3
2.	26.494.91*	Morgan	Fall 1973	3	William Thompson	3
2.	26.595.91	Morgan	Summer 1973	3	William Thompson	20
5.	Adult Education and Community Development	Coppin	June 1972	3	Gloria Taylor	19 Ac
5.	Upward Mobility College Faculties Workshop	Morgan	January 1973		Charles Talbert Beryl Williams L. Richardson	24 Ac
5.	Higher Education Administration Workshop	Morgan	3-9-73		Charles Talbert	9 Ac
5.	Upward Mobility Faculty Workshop	Morgan	3-16-73		Charles Talbert Naomi Keiter Leonard Richardson Beryl Williams	25 Ac
5.	Community Development and Adult Education	Coppin	6-18/29-73		Gloria Taylor Charles Talbert Naomi Keiter	23 An
5.	Curriculum Development in Adult Education (a) participated in initial workshop '70 (b) experienced in teaching adults (c) ability to write program content	Morgan	June 25-July 6 1973	3	William Thompson Charles Talbert Naomi Keiter (Curriculum Spec., Md.SDE	15-20 An

graduates and undergraduates in same section

	Title	Location	Dates	Credit Hours	Teaching Staff	Enrollment (Actual or Anticipate
1. 4	Training Materials Workshop for Counselors for Disadvantaged Adults (a) experienced adult education counselors	Univ. of Md.	July 9-15, 1973 (tentative)		Wellington Ross Dr. Gump Dr. Stern	15 An

Special Information

In addition, Johns Hopkins offers a variety of mini-courses (intensive workshops in education for one credit. Topics for the past yea have included Learning Centers, An Approach to Individualization of Instruction, Remediation of Learning Problems, Behavior Modification and Volunteers in Reading.

The status of certification or degree programs in adult education among three of the four colleges surveyed (Towson, Coppin, Morgan, Johns Hopkins) has not changed from last year. Morgan has submitted its graduate adult education degree program to its Board for approval. Coppin will graduate its first undergraduate class in 1974.

At Morgan - certificate in adult education: only summer institute certificate is requested for single course. BA in Adult Educ: cooperation Coppin State. MA in Adult Educ: anticipation/cooperation Towson State. Ph.D. or Ed.D. in Adult Educ: Non

Johns Hopkins has submitted the following information concerning its current status. "We offer a post-master's program leading to a Certificate of Advanced Study in Continuing Adult Education and a M.S. with a major in Education and a concentration in Adult and Continuing Education."

The University of Maryland offers a master's degree in Adult Education and a Ph.D. in Administration with emphasis in Adult Education.

TOWSON STATE COLLEGE REPORTED THAT PREVIOUSLY EXISTING ACTIVITIES WERE SUFFICIENT TO MEET THE DEMAND AT THAT INSTITUTION AND THEREFORE ADDITIONAL STAFF SUPPORT WOULD NOT BE NECESSARY. THEREFORE, THE ORIGINAL PLAN TO PROVIDE A FACULTY POSITION TO BE SHARED BY THESE TWO INSTITUTIONS WAS MODIFIED, AND A SHARED-TIME ARRANGEMENT WAS MADE WITH COPPIN STATE COLLEGE, BRINGING THAT UNDERGRADUATE ADULT EDUCATION PROGRAM INTO THE REGION III PROJECT. COORDINATED PLANNING CONTINUES AMONG THE THREE COLLEGES AND THE STATE DEPARTMENT.

PROGRAM OBJECTIVE 4

TO SURVEY ADULT EDUCATORS IN MARYLAND TO ESTABLISH A PRIORITY OF NEEDS WITHIN THE PROGRAM.

PROGRESS

THE SURVEY OF NEEDS OF ADULT EDUCATORS IN MARYLAND HAS BEEN CONDUCTED BY THE MARYLAND STATE DEPARTMENT OF EDUCATION, DIVISION OF RESEARCH, AND THE ADULT CONTINUING EDUCATION SECTION OF THE DIVISION OF INSTRUCTION. AN ANALYSIS OF THE DATA WILL BE READY FOR DISTRIBUTION BY OCTOBER 31, 1973.

PROGRAM OBJECTIVE 5

TO DEVELOP WITHIN EACH COLLEGE'S AREA OF SPECIALITY A CONTINUING CONSULTANT SERVICE FOR LOCAL PROGRAMS; HELP FOR LOCAL PROGRAMS IN SOLVING PROBLEMS AND AN OPPORTUNITY FOR THE COLLEGE TO GAIN INSIGHT INTO LOCAL NEEDS WHICH IN TURN WOULD BE REFLECTED IN COLLEGE CURRICULUM.

PROGRESS

TO DATE, CONSULTANT SERVICE HAS BEEN UTILIZED FROM COPPIN STATE COLLEGE, THE JOHNS HOPKINS UNIVERSITY, AND THE CENTER FOR ADULT CONTINUING EDUCATION OF MORGAN STATE COLLEGE.

PROGRAM OBJECTIVE 6

TO DEVELOP AMONG COLLEGE STAFFS AND LOCAL BOARDS OF EDUCATION AN AWARENESS OF ADULT CONTINUING EDUCATION AS A UNIQUE FIELD OF EDUCATION.

PROGRESS

SEMINARS HELD TO DEVELOP MORE AWARENESS OF ADULT CONTINUING EDUCATION NEEDS ARE DESCRIBED ON PAGE 80 . THE PARTICIPANTS INCLUDED COLLEGE ADMINISTRATORS, DEANS OF ACADEMIC AFFAIRS, AND COLLEGE PROFESSORS, AS WELL AS LOCAL AND STATE SUPERVISORS OF ADULT EDUCATION.

PROGRAM OBJECTIVE 7

TO UTILIZE THE EXPERTISE OF OTHER STATE DEPARTMENT SPECIALISTS (GUIDANCE, COUNSELING, RESEARCH, CERTIFICATION, TEACHER EDUCATION, CONTENT AREAS,ETC.), TO IMPLEMENT THE OBJECTIVES OF THE ADULT EDUCATION STAFF DEVELOPMENT PROJECT.

PROGRESS

THE FOLLOWING STAFF SPECIALISTS FROM THE MARYLAND STATE DEPARTMENT OF EDUCATION HAVE BEEN USED TO SUPPORT THE OBJECTIVES OF THE STAFF DEVELOPMENT PROJECT:

(1) THREE SPECIALISTS FROM THE DIVISION OF INSTRUCTION AND ONE SPECIALIST FROM THE DIVISION OF INSTRUCTIONAL TELEVISION ASSISTED THE ADULT EDUCATION SPECIALISTS IN THE SELECTION OF TWO FINALISTS TO BE CONSIDERED FOR THE STAFF DEVELOPMENT POSITION.

(2) THE CURRICULUM DEVELOPMENT SPECIALISTS HAVE REVIEWED THE CONTENT OF THE TEACHER EDUCATION TELEVISION SERIES.

(3) THE STATE SUPERVISOR OF HIGHER EDUCATION, CERTIFICATION DIVISION, SERVED ON THE STAFF DEVELOPMENT PLANNING COMMITTEE.

(4) THE COMMUNITY LIBRARY SPECIALIST AND ADULT EDUCATION SPECIALISTS HAVE PLANNED JOINT WORKSHOPS IN ADULT BASIC EDUCATION TO BE CONDUCTED ON A REGIONAL BASIS.

(5) JOINT WORKSHOPS BETWEEN ADULT EDUCATION AND THE SPECIALIST IN FOREIGN LANGUAGES HAVE BEEN CONDUCTED; CURRICULUM GUIDE IS READY FOR PRODUCTION - "TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES: K-ADULT."

(6) THE STATE DEPARTMENT OF EDUCATION MEDIA CENTER IS STOCKING ONE SECTION WITH ADULT EDUCATION MATERIALS.

(7) THE DIVISION OF INSTRUCTIONAL TELEVISION IS INVESTING A SUBSTANTIAL AMOUNT OF STATE FUNDS INTO THE ABE/ITV TEACHER EDUCATION SERIES.

(8) THE DIVISION OF RESEARCH IS CONDUCTING THE STAFF SURVEY.

(9) SPECIALISTS IN GUIDANCE AND COUNSELING ARE SERVING AS CONSULTANTS TO THE PROJECT AT THE UNIVERSITY OF MARYLAND IN WHICH A COUNSELING PACKAGE IS BEING PREPARED FOR ADULT EDUCATORS IN MARYLAND.

(10) CURRICULUM SPECIALISTS ARE PARTICIPATING IN THE FIELD TEST OF THE ABE CURRICULUM GUIDE, 1972-73.

(11) SPECIALIST IN FINANCE IS THE FINANCIAL OFFICER FOR THE STAFF DEVELOPMENT PROJECT.

(12) THE ABE ADULT ILLITERACY PROGRAM IS AMONG THE STATE PRIORITIES OF THE STATE READING TASK FORCE FOR 1974.

PENNSYLVANIA

STATE DEPARTMENT OF EDUCATION STAFF

MR. CLAIR E. TROY, CHIEF, DIVISION OF CONTINUING EDUCATION

MS. MEREDYTH A. SCOTT, STAFF DEVELOPMENT SPECIALIST

TEMPLE UNIVERSITY, PHILADELPHIA

DR. ROBERT E. SNYDER, COLLEGE OF EDUCATION

DR. DAVID BOGGS, COLLEGE OF EDUCATION

(Retyped at the ERIC Clearinghouse in Career Education due to the marginal reproducibility of the original.)

ADULT EDUCATION STAFFS IN STATE
DEPARTMENTS OF EDUCATION
AND
STATE PLANNING COMMITTEE

PENNSYLVANIA

CLAIR E. TROY, ACTING CHIEF
DIVISION OF CONTINUING EDUCATION
STATE DEPARTMENT OF EDUCATION
HARRISBURG, PENNSYLVANIA

JACK G. SITTMAN, CHIEF
GENERAL ADULT EDUCATION & RECREATION SECTION

FRANK E. GROFF, ADVISOR

ETHEL K. MATTHEWS, ADVISOR

GORDON D. JONES, ADVISOR

STATE PLANNING COMMITTEE

NICK COLAFELLA, DIRECTOR OF CONTINUING EDUCATION
COMMUNITY COLLEGE - BEAVER COUNTY
MONACA, PENNSYLVANIA

WAYNE DERRICK, ASSISTANT LIBRARIAN
PENNSYLVANIA STATE UNIVERSITY
UNIVERSITY PARK, PENNSYLVANIA

GORDON C. GODBEY, ASST. DEAN FOR CONTINUING EDUCATION
PAST PRESIDENT: PENNSYLVANIA ASSOCIATION OF ADULT EDUCATION
PENNSYLVANIA STATE UNIVERSITY
UNIVERSITY PARK, PENNSYLVANIA

E. JEROME KERN, ADVISOR
BUREAU OF ACADEMIC SERVICES
OFFICE OF HIGHER EDUCATION
HARRISBURG, PENNSYLVANIA

LEWIS A. KOHN, COORDINATOR, CONTINUING EDUCATION
PRESIDENT: PENNSYLVANIA ASSOCIATION FOR PUBLIC CONTINUING A. E.
BRISTOL TOWNSHIP SCHOOL DISTRICT
LEVITTOWN, PENNSYLVANIA

VIII. PENNSYLVANIA ADULT EDUCATION STAFF DEVELOPMENT PROGRAM

FIRST YEAR OBJECTIVES AND GOALS

PROGRAM OBJECTIVE 1

TO IDENTIFY THE TARGET ADULT EDUCATION PERSONNEL, CATALOG THEIR STAFF DEVELOPMENT NEEDS AND APPLY EVALUATION PROCEDURES TO DETERMINE THE EFFECTIVENESS OF STAFF DEVELOPMENT ACTIVITIES IN MEETING THESE NEEDS.

PROGRESS

IDENTIFICATION OF PERSONNEL AND CATALOGING OF NEEDS HAS BEEN ACCOMPLISHED FOR ABE STAFF. THIS EFFORT WILL REMAIN A CONTINUING ACTIVITY. A "GUIDE FOR LOCAL A.E. PROGRAM EVALUATION" WAS DEVELOPED BY DR. ROBERT SNYDER, TEMPLE UNIVERSITY. A COPY OF THIS REPORT CAN BE FOUND ON PAGE 213 .

PROGRAM OBJECTIVE 2

TO INITIATE A GRADUATE DEGREE IN ADULT EDUCATION AT TEMPLE UNIVERSITY.

PROGRESS

THE GRADUATE DEGREE PROGRAM WAS DEVELOPED DURING FY 1973 AND APPROVED BY THE VOCATIONAL EDUCATION DIVISION OF THE COLLEGE OF EDUCATION, TEMPLE UNIVERSITY ON OCTOBER 26, 1972. FINAL APPROVAL OF THE PROGRAM IS ANTICIPATED BY DECEMBER 1973.

PROGRAM OBJECTIVE 3

TO DETERMINE THE EXTENT OF ADULT EDUCATION ACTIVITIES CURRENTLY BEING OFFERED IN THE COMMONWEALTH.

PROGRESS

THIS SURVEY HAS BEEN COMPLETED BY PENNSYLVANIA STATE UNIVERSITY. THE MAINTENANCE OF CURRENT INFORMATION WILL CONTINUE TO BE AN ACTIVITY OF THE PENNSYLVANIA STAFF DEVELOPMENT PROJECT.

PROGRAM OBJECTIVE 4

TO APPOINT A FULL-TIME STAFF DEVELOPMENT SPECIALIST TO DESIGN AND COORDINATE ONE AND TWO-DAY STAFF DEVELOPMENT WORKSHOPS TO BE HELD STATE-WIDE.

PROGRESS

ON NOVEMBER 13, 1972, MS. MEREDYTH ANNE SCOTT WAS APPOINTED AS STAFF DEVELOPMENT SPECIALIST.

PROGRAM OBJECTIVE 5

TO PROVIDE DEGREE CREDIT COURSES, BOTH ON-AND OFF-CAMPUS, SPONSORED BY TEMPLE UNIVERSITY.

PROGRESS

ACTIVITIES CONDUCTED DURING FIRST YEAR AND THE NUMBERS OF PARTICIPANTS REACHED ARE DESCRIBED ON PAGE 97 . IN ADDITION TO THE ACTIVITIES DESCRIBED BELOW, THE TEMPLE UNIVERSITY STAFF MADE FIELD VISITS TO A WIDE VARIETY OF ORGANIZATIONS AND INSTITUTIONS WITH ADULT EDUCATION CONCERNS, IN ORDER TO EXPLORE AREAS OF NEED AND POSSIBILITIES OF PROVIDING SERVICES TO STAFF PERSONS IN THESE ORGANIZATIONS. AMONG THE INSTITUTIONS VISITED WERE: THE PHILADELPHIA DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT, THE DELAWARE VALLEY IN-SERVICE ASSOCIATION, DELAWARE COUNTY COMMUNITY COLLEGE, ADULT EDUCATION COUNCIL OF PHILADELPHIA, THE CIVIL SERVICE COMMISSION AND THE EXTENSION DIVISIONS OF OTHER UNIVERSITIES.

REGION III ADULT EDUCATION STAFF DEVELOPMENT PROJECT

Activities Conducted or Planned

Report Period 30 June 1972 - 15 September 1973

Name of Institution TEMPLE UNIVERSITY

1. Courses: on-campus, undergraduate
2. Courses: on-campus, graduate
3. Courses: off-campus, undergraduate
4. Courses: off-campus, graduate
5. Workshops
6. Seminars
7. Summer Institutes
8. Special Information

Title	Location	Dates	Credit Hours	Teaching Staff	Enrollment (Actual or Anticipated)
Foundations in Adult Continuing Education	Temple	Sept. - Dec. '72	3	Dr. Boggs	8
Foundations in Adult Continuing Education	Temple	Jan. - May '73	3	Dr. Snyder	12
ABE and the High Schoo Equivalency Program	Temple	July - Aug. '72	3	Dr. Snyder	6
Seminar in Higher Continuing Education	Temple	May - June '73	3	Dr. Boggs	10
Program Development & Implementation in Adult Continuing Educ.	Temple	May - June '73	3	Dr. Snyder	11
Independent Study	Temple	May - June '73	3	Dr. Snyder	7
Adult Basic Education & High School Equivalency Program	Temple	6-18/29-73	3	Dr. Boggs	43
ABE and High School Equivalency Program	Harrisburg	Sept. - Dec. '72	3	Dr. Snyder	10
Foundation of Adult Continuing Education	Harrisburg	Jan. - May '73	3	Dr. Boggs	14
	Pennsbury	Jan. - May '73	3	Dr. Boggs	4
	Erie	Jan. - May '73	3	J. Feldmeier	9
Individualizing Instruction in ABE	Beaver College	6-18/29-73	3 (grad or u/grad)	Snyder, Boggs, Scott	43

Special Information

Status in your institution regarding:

MA in Adult Ed - Graduate Board rules on proposal in March, Board of Trustees by 5-15 hopefull

PH.D. or Ed.D. in Adult Ed. - being drafted

REGION III ADULT EDUCATION STAFF DEVELOPMENT PROJECT

Activities Conducted or Planned

Report Period 30 June 1972 - 15 September 1973

Name of State PENNSYLVANIA

1. Workshops
2. Seminars
3. Summer Institutes
4. Special Information

Title	Location	Dates	Credit Hours	Teaching Staff	Enrollment (Actual or Anticipated)
1. Administrator's Conference (State paid stipend of $50/day)		9-28/29-72		Jones, Matthews, Boggs, Snyder, Troy, Groff, Ceurvelo*	63
1 Evening Regional Workshops (State paid stipend of $10. and 3 hr. released time)	Hazelton	10-10-72		Snyder, Groff	51
	Darby	10-11-72		Boggs, Groff	28
	Norristown	10-12-72		Boggs, Groff	57
	Philadelphia	10-13-72		Snyder, Groff	50
	Johnstown	10-17-72		Boggs, Matthews	42
	Washington,Pa	10-17-72		Snyder, Jones	42
	State College	10-18-72		Boggs, Matthews	14
	Pittsburgh	10-18-72		Snyder, Jones	39
	Grove City	10-19-72		Snyder, Jones	33
	York	10-24-72		Snyder, Matthews	26
	Harrisburg	10-30-72		Snyder, Matthews	53
1. ABE Saturday Workshops (State paid stipend of $40/day for administrators, counselors and teachers - $25/day for paraprofessionals)	McKeesport	10-28-72		Snyder, Jones Scott*	81
	Darby	10-28-72		Boggs, Groff, Thompson	42
	Titusville	11-4-72		Snyder, Jones Scott	52
	Norristown	11-4-72		Boggs, Groff Thompson, Corso	94

*Consultants

Continuation Sheet - Page Two - Pennsylvania

Title	Location	Dates	Credit Hours	Teaching Staff	Enrollment (Actual or Anticipated)
1. ABE Saturday Workshops (Con't. from page one)	Hazelton	11-11-72		Snyder, Scott, Groff, Thompson*, Corso*	77
	Altoona	11-11-72		Boggs, Matthews	68
	Brownstown	12-2-72		Snyder, Boggs, Scott, Matthews, Horener*, Brooks*, Allen*, Knapp*	124
	Philadelphia	12-2-72		Snyder, Scott Groff, Gillespie*, Williams*, McConners*, Howe*	56
1. Mid-Winter Conference Saturday Session Teachers Workshops	Harrisburg	2-24-73		Matthews, Groff, Jones, Snyder, Boggs, Scott, Taschler*	55
1. Corrections Workshop (State paid stipend of $10 - ABE only)	Indiana Univ. of Pa., Indiana, Pa.	3-3-73		Scott *Wegener and Staff Dept. of Criminology	18
2. Special Groups Seminar Staff Development (State paid stipend of $50/day)	Harrisburg	10-5/6-72		Snyder, Boggs, Matthews, Jones, Groff, Troy	30

4. Special Information

Current status of certification of a.e. teachers in Penna:
No certification in adult education is required at present. Where a teacher is asked to teach only a specific area he must be certified in that area.

Staff:

Mr. Clair Troy, State Director
Mr. Frank Groff, ABE Area Advisor
Mrs. Ethel Matthews, ABE Area Advisor
Mr. Gordon Jones, ABE Area Advisor
Dr. Robert Snyder, Director, A. E. Temple University
Dr. David Boggs, Associate Professor, A. E., Temple University
Mrs. Meredyth Scott, Staff Development Specialist

*Consultants

PROGRAM OBJECTIVE 6

TO REFINE THE STAFF DEVELOPMENT DELIVERY SYSTEM IN ORDER TO ASSURE THE POSSIBILITY OF UPWARD MOBILITY ON CAREER LADDERS AND TO ASSURE CONTINUING INPUT FROM LOCAL EDUCATIONAL AGENCY PERSONNEL.

PROGRESS

THIS OBJECTIVE WAS NOT ACCOMPLISHED DURING FY 1973. IT HAS BECOME AN OBJECTIVE FOR 1974.

VIRGINIA

STATE DEPARTMENT OF EDUCATION STAFF

MR. GORDON H. FALLESEN, STATE SUPERVISOR, ADULT EDUCATION

MR. WILLIAM M. MOORE, STAFF DEVELOPMENT SPECIALIST AND ASSISTANT SUPERVISOR, ADULT EDUCATION

MS. PHYLLIS F. BYRD, ASSISTANT SUPERVISOR, ADULT EDUCATION

MR. CLAIBORNE R. LEONARD, ASSISTANT SUPERVISOR, ADULT EDUCATION

MR. WILLIAM C. PURSLEY, ASSISTANT SUPERVISOR, ADULT EDUCATION

VIRGINIA COMMONWEALTH UNIVERSITY, RICHMOND

DR. RONALD H. SHERRON, DIRECTOR, ADULT EDUCATION PROGRAM

DR. CARROLL LONDONER, ADULT EDUCATION PROGRAM

(Retyped at the ERIC Clearinghouse in Career Education due to the marginal reproducibility of the original.)

ADULT EDUCATION STAFFS IN STATE

DEPARTMENTS OF EDUCATION

VIRGINIA

GRODON H. FALLESEN, SUPERVISOR OF ADULT EDUCATION
STATE DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

WILLIAM M. MOORE, ASSISTANT SUPERVISOR, AE

CLAIBORNE R. LEONARD, ASSISTANT SUPERVISOR, AE

PHYLLIS F. BYRD, ASSISTANT SUPERVISOR, AE
DISTRICT OFFICE
LYNCHBURG, VIRGINIA

WILLIAM C. PURSLEY, ASSISTANT SUPERVISOR, AE
ABINGDON, VIRGINIA

IX. VIRGINIA ADULT EDUCATION STAFF DEVELOPMENT PROGRAM

FIRST YEAR OBJECTIVES AND GOALS

PROGRAM OBJECTIVE 1

ESTABLISH AT LEAST ONE ADULT EDUCATION STAFF DEVELOPMENT PROGRAM IN AN INSTITUTION OF HIGHER EDUCATION IN THE STATE DURING THE FIRST YEAR OF THE PROJECT.

PROGRESS

THE PROJECT ESTABLISHED AN ADULT EDUCATION STAFF DEVELOPMENT PROGRAM AT VIRGINIA COMMONWEALTH UNIVERSITY. TWO PROFESSIONAL ADULT EDUCATORS WERE HIRED BY VCU: DRS. RON SHERRON AND CARROLL LONDONER. SIX GRADUATE ADULT EDUCATION COURSES ARE NOW BEING OFFERED BY THAT INSTITUTION: "HISTORY AND PHILOSOPHY OF ADULT CONTINUING EDUCATION," "THE ADULT LEARNER," "INSTRUCTIONAL STRATEGIES FOR ADULTS," "ADULT PROGRAM MANAGEMENT AND EVALUATION," "THE COMMUNITY SCHOOL," AND "ADULT EDUCATION SEMINAR ". IN ADDITION, PROGRAM COOPERATION WAS INITIATED BETWEEN VCU, VIRGINIA POLYTECHNICAL INSTITUTE AND VIRGINIA STATE UNIVERSITY REGARDING EXCHANGE OF CREDITS, MATERIALS, AND MUTUAL PROGRAM PROMOTION.

REGION III ADULT EDUCATION STAFF DEVELOPMENT PROJECT

Activities Conducted or Planned

Report Period 30 June 1972 - 15 September 1973

Name of Institution VIRGINIA COMMONWEALTH UNIVERSITY

1. Courses: on-campus, undergraduate
2. Courses: on-campus, graduate
3. Courses: off-campus, undergraduate
4. Courses: off-campus, graduate
5. Workshops
6. Seminars
7. Summer Institutes
8. Special Information

	Title	Location	Dates	Credit Hours	Teaching Staff	Enrollment (Actual or Anticipated
2.	History and Philosophy of Adult Education (ED686)	VCU	Jan.-May 1973	3	Londoner	10
2.	Adult Learner (ED-687)	VCU	Jan.-May 1973	3	Londoner	10
2.	Community Sch.(ED-697)	VCU	Jan.-May 1973	3	Frussard	20
2.	Instructional Strategies for Adults (ED-688)	VCU	June-July 1973	3	Sherron	20
2.	ED-686	VCU	June-July 1973	3	Londoner	20
2.	ED-697	VCU	June-July 1973	3	Frussard	20
2.	ED-687	VCU	June-July 1973	3	Londoner	20
7.	The Adult Learner (Requirements: Eligible for Graduate Study and currently working with adults or plans to work with adults)	VCU	June 1973	3	Londoner and Sherron and other consultants to be hired.	30

8. Special Information

Current status at VCU regarding MA in Adult Education: Letter of intent approved by Council of Higher Ed.

PROGRAM OBJECTIVE 2

DEVELOP A STAFF DEVELOPMENT CAPABILITY IN THE STATE DEPARTMENT OF ADULT EDUCATION WHICH WILL CONTINUE AND EXPAND AFTER THE COMPLETION OF THIS THREE-YEAR PROJECT.

PROGRESS

CONDUCTED THE FOLLOWING ACTIVITIES FOR STATE DEPARTMENT ADULT EDUCATION STAFF:

(1) A TWO-DAY STAFF DEVELOPMENT TRAINING SESSION ON "SELECTION AND UTILIZATION OF EDUCATIONAL MEDIA".

(2) EIGHT WORKSHOPS ON "PROGRAM PROMOTION, STUDENT RECRUITMENT, RETENTION AND FOLLOW-UP" THROUGHOUT THE STATE.

(3) ONE TWO-DAY WORKSHOP ON "STUDENT EVALUATION".

(4) ONE TWO-DAY WORKSHOP ON "ORGANIZATION OF ADULT LEARNING CENTERS".

(5) A ONE-DAY COMMUNI-LINK CONFERENCE IN LYNCHBURG, VIRGINIA.

THESE ACTIVITIES WERE PLANNED, CONDUCTED AND EVALUATED WITH THE COOPERATION OF THE STAFF AT VCU. THE RELATIONSHIP THUS ESTABLISHED REPRESENTS AN ON-GOING STAFF DEVELOPMENT CAPABILITY.

REGION III ADULT EDUCATION STAFF DEVELOPMENT PROJECT

Activities Conducted or Planned

Report Period 30 June 1972 - 12 September 1973

me of State VIRGINIA

1. Workshops
2. Seminars
3. Summer Institutes
4. Special Information

Title	Location	Dates	Credit Hours	Teaching Staff	Enrollment (Actual or Anticipated)
1. Program Promotion & Recruitment	Charlottesville	9-16-72		Sherron and Londoner	19 Ac
	Halifax	9-23-72		Sherron and Londoner	31 Ac
	Fairfax	9-30-72		Moore and Londoner	64 Ac
	Newport News	10-14-72		Sherron and Londoner	23 Ac
	Richmond	10-21-72		Moore and Londoner	36 Ac
	Norfolk	10-28-72		Moore and Londoner	35 Ac
	Abingdon	12-2-72		Moore and Londoner	55 Ac
	Radford	1-13-73		Sherron	45 Ac
1. Student Evaluation	Richmond	11-13/14-72		Sherron, Hill, Londoner	27 Ac
1. Organization and Development of Adult Learning Centers	Richmond	3-14/15-73		Sherron, Moore, Londoner, and Duncan	33 Ac
1. Selection and Utilization of Educational Media	Richmond	4-4/5-73		Sherron & Londoner	30 An
1 Development of Supervisory Skills for A.E.		8-15/17-73		Sherron, Londoner plus consultants as needed	95 An

Continuation Sheet - Page Two - VIRGINIA

	Title	Location	Dates	Credit Hours	Teaching Staff	Enrollment (Actual or Anticipated)
7.	Seven 1-day workshops on the Comprehensive ABE Program		to be determined		to be determined	300 An

Special Information

For the Program Promotion and Recruitment Workshops, the state provided: Stipend of $2,456.00 Travel expenses .

8. For the remaining workshops shown, the state provided: travel expenses, books and supplies and released time was provided by local school divisions.

Current Status of Certification of adult education teachers in Virginia:

Meeting is planned between Virginia Polytechnic Institute and State University and Virginia Commonwealth University to discuss potential recommendations which will be presented to the Teachers Certification Department of the State Department of Education. Recommendations will include requirements for endorsement. Such action has not been possible until recently when Adult Education Courses were made available to the teachers. The first step--that of making courses available has been accomplished. Next step is to have requirements established by State Teacher Certification Department.

PROGRAM OBJECTIVE 3

DEVELOP A "STATE PROJECT" FOR STAFF DEVELOPMENT IN THE STATE.

PROGRESS

THE STATE PLAN WAS WRITTEN WITH THE COOPERATION OF STATE ADULT EDUCATION SUPERVISORS AND REPRESENTATIVES OF HEI. A COPY IS ON FILE WITH USOE.

PROGRAM OBJECTIVE 4

DEVELOP COMPLEMENTARY AREAS OF EXPERTISE IN ADULT EDUCATION AMONG PARTICIPATING PROGRAMS, AGENCIES, AND ORGANIZATIONS.

PROGRESS

THROUGH WORKSHOPS CONCLUDED BY THE ADULT EDUCATION STAFF AT VIRGINIA COMMONWEALTH UNIVERSITY OPPORTUNITIES WERE AFFORDED TO TEACHERS AND SUPERVISORY PERSONNEL AT STATE CORRECTIONAL INSTITUTIONS.

PROGRAM OBJECTIVE 5

PROVIDE READILY ACCESSIBLE EDUCATION OPPORTUNITIES IN LOCAL AREAS.

PROGRESS

ONE HUNDRED AND THIRTY-THREE SCHOOL DIVISIONS HAVE BEEN GIVEN THE OPPORTUNITY TO PARTICIPATE IN A VARIETY OF STAFF DEVELOPMENT ACTIVITIES. IT IS ESTIMATED THAT PERSONNEL REPRESENTING SEVENTY-FIVE

SCHOOL DIVISIONS WILL PARTICIPATE DURING THE FIRST PROJECT YEAR.

PROGRAM OBJECTIVE 6

RELATE SYSTEMATICALLY TO OTHER PROGRAMS SUCH AS: PROFESSIONAL ORGANIZATIONS, STATE ADVISORY COUNCILS IN THE FIELD OF ADULT EDUCATION, PROFESSIONAL TRAINING PROGRAMS, CEP, WIN, MDTA, AMIDS, FEDERAL AND STATE INSTITUTIONAL PROGRAMS, AND OTHER GOVERNMENT AND PRIVATE PROGRAMS.

PROGRESS

THROUGH LOCAL SCHOOL DIVISIONS, PARTICIPANTS WERE ACTIVELY RECRUITED FROM CAMPS, WINS, NEIGHBORHOOD YOUTH CORPS, COMMUNITY ACTION AGENCIES AND TOTAL ACTION AGAINST PROVERY PROGRAMS.

PROGRAM OBJECTIVE 7

INCREASE THE NUMBER AND SCOPE OF TRAINING RESOURCES IN THE STATE.

PROGRESS

THE ACTIVITIES DESCRIBED IN OBJECTIVE TWO WERE INITIATED AS A RESULT OF THIS PROJECT.

PLANNED, PRINTED AND DISSEMINATED STATE-WIDE THE FOLLOWING PUBLICITY MATERIALS:

A. BROCHURE ON PROFESSIONAL DEVELOPMENT OPPORTUNITIES AVAILABLE AT VARIOUS LOCATIONS AND INSTITUTIONS IN VIRGINIA;

B. A SCHEDULE OF LOCAL IN-SERVICE TRAINING ACTIVITIES IN ADULT EDUCATION;

C. ADULT EDUCATION PROGRAM ANNOUNCEMENT;

D. ADULT EDUCATION GRADUATE PROGRAM BROCHURE;

E. ADULT EDUCATION GRADUATE PROGRAM DESCRIPTIVE BROCHURE WITH MAIL-BACK INFORMATION REQUEST CARD.

PROGRAM OBJECTIVE 8

DEVELOP AND IMPLEMENT BROAD CAPABILITIES FOR COORDINATION OF STAFF DEVELOPMENT ON BOTH A STATE-WIDE AND REGIONAL BASIS.

PROGRESS

REGULAR MEETINGS AND WRITTEN COMMUNICATIONS HAVE BEEN ESTABLISHED WITH THE REGIONAL PROJECT OFFICE AND THE COOPERATING HEI'S TO COORDINATE STAFF DEVELOPMENT ACTIVITIES, WITH THE OBJECTIVE OF DEVELOPING COMPLEMENTARY RATHER THAN COMPETING PROGRAMS.

WEST VIRGINIA

STATE DEPARTMENT OF EDUCATION STAFF

MR. LOWELL W. KNIGHT, STATE SUPERVISOR, ADULT BASIC EDUCATION

MR. BERNARD HUGHES, STAFF DEVELOPMENT SPECIALIST

MARSHALL UNIVERSITY, HUNTINGTON

DR. CHARLES I. JONES, CHAIRMAN, DEPARTMENT OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION

DR. DAN W. MOORE, DEPARTMENT OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION

(Retyped at the ERIC Clearinghouse in Career Education due to the marginal reproducibility of the original.)

ADULT EDUCATION STAFFS IN STATE DEPARTMENTS OF EDUCATION

WEST VIRGINIA

CLARENCE E. BURDETTE, ASSISTANT STATE SUPERINTENDENT
VOCATIONAL, TECHNICAL AND ADULT EDUCATION
STATE DEPARTMENT OF EDUCATION
CHARLESTON, WEST VIRGINIA

LOWELL W. KNIGHT, STATE SUPERVISOR
ADULT BASIC EDUCATION

BERNARD HUGHES, STAFF DEVELOPMENT SPECIALIST

ADULT BASIC EDUCATION AREA SUPERVISORS

MITCHEL C. CHAPMAN
WILLIAMSON, WEST VIRGINIA

H. STEVEN COLBURN
SUTTON, WEST VIRGINIA

ERNEST E. DAVIS
HINTON, WEST VIRGINIA

RONALD C. EVERHART
FAIRMONT, WEST VIRGINIA

JARRELL K. HARTSOG
BECKLEY, WEST VIRGINIA

JAMES R. KEE
MOUNDSVILLE, WEST VIRGINIA

MARSHALL L. KIRTLEY
CHARLESTON, WEST VIRGINIA

J. RICHARD MALCOLM
WAYNE, WEST VIRGINIA

LEWIS E. MORRISON
LOGAN, WEST VIRGINIA

WILKES A. WILCOX, JR.
MARTINSBURG, WEST VIRGINIA

MR. LESTER WILLIAMS
PARKERSBURG, WEST VIRGINIA

X. WEST VIRGINIA ADULT EDUCATION STAFF DEVELOPMENT PROGRAM

FIRST YEAR OBJECTIVES AND GOALS

PROGRAM OBJECTIVE 1

TO CONDUCT PRE-SERVICE TRAINING FOR ADULT BASIC EDUCATION TEACHERS.

PROGRESS

PRE-SERVICE ADULT BASIC EDUCATION TEACHER WORKSHOPS WERE SCHEDULED FOR NEW TEACHERS IN EACH SUPERVISORY AREA DURING THE MONTHS OF AUGUST, SEPTEMBER, AND OCTOBER. DUE TO THE LIMITED NUMBERS OF NEW STAFF IN ANY ONE AREA, AND SCHEDULING AND TRAVEL DIFFICULTIES INVOLVED IN PROVIDING SEPARATE WORKSHOPS FOR A SMALL NUMBER OF TEACHERS, NO SPECIAL WORKSHOPS WERE CONDUCTED FOR THIS GROUP. PRE-SERVICE TRAINING HAS BEEN COMBINED WITH THE ADULT BASIC EDUCATION IN-SERVICE TRAINING WORKSHOPS AND IN SOME CASES, HAS BEEN PROVIDED ON AN INDIVIDUAL OR SMALL-GROUP BASIS BY THE ADULT BASIC EDUCATION AREA SUPERVISOR.

PROGRAM OBJECTIVE 2

TO CONDUCT ADULT BASIC EDUCATION IN-SERVICE TEACHER TRAINING WORKSHOPS EVERY 6 TO 8 WEEKS IN EACH SUPERVISORY AREA.

PROGRESS

ALTHOUGH THESE WORKSHOPS ARE AT PRESENT SOMEWHAT BEHIND SCHEDULE, IT IS ANTICIPATED THAT ALL ADULT BASIC EDUCATION TEACHERS IN EACH AREA WILL BE PROVIDED WITH A SERIES OF WORKSHOPS BY THE END OF THE FISCAL YEAR.

PROGRAM OBJECTIVE 3

TO CONDUCT 3 OR 4 ADULT BASIC EDUCATION TEACHER TRAINING SEMINARS.

PROGRESS

DURING THE SUMMER OF 1973, THREE-DAY SEMINARS WERE CONDUCTED THREE TIMES IN EACH OF THREE CITIES. THE INSTRUCTORS WHO TAUGHT IN THE COMPETENCY AREAS, TEACHING READING, MATH AND COUNSELING, ROTATED AMONG THE THREE CITIES.

PROGRAM OBJECTIVE 4

TO PROVIDE THREE ADULT EXTENSION CLASSES DURING EACH SEMESTER OF ACADEMIC YEAR 1972-1973.

PROGRESS

THE FACT THAT AN ADULT EDUCATION FACULTY MEMBER WAS EMPLOYED AT MARSHALL UNIVERSITY DURING THE FALL SEMESTER PREVENTED THE ESTABLISHMENT OF EXTENSION CLASSES IN THAT TIME PERIOD. THERE WERE FIVE EXTENSION CLASSES IN THE SPRING SEMESTER AND FOUR EXTENSION CLASSES DURING THE FIRST SESSION OF SUMMER SCHOOL.

PROGRAM OBJECTIVE 5

TO CONDUCT ONE ADULT EDUCATION ON-CAMPUS COURSE EACH SEMESTER DURING ACADEMIC YEAR, 1972-1973.

PROGRESS

AN ADULT EDUCATION COURSE WAS HELD ON CAMPUS DURING BOTH THE SPRING SEMESTER AND THE FIRST SESSION OF SUMMER SCHOOL.

REGION III ADULT EDUCATION STAFF DEVELOPMENT PROJECT

Activities Conducted or Planned

Report Period 30 June 1972 - 30 June 1973

Name of Institution MARSHALL UNIVERSITY

1. Courses: on-campus, undergraduate
2. Courses: on-campus, graduate
3. Courses: off-campus, undergraduate
4. Courses: off-campus, graduate
5. Workshops
6. Seminars
7. Summer Institutes
8. Special Information

Title	Location	Dates	Credit Hours	Teaching Staff	Enrollment (Actual or Anticipated)
Special Topics: Humanizing Instruction	Adult Learning Center, Huntington	1-73 thru 5-73	3	Dan Moore	12
" "	Adult Learning Center, Charleston	1-73 thru 5-73	3	Dan Moore	4
" "	Adult Learning Center, Charleston	1-73 thru 5-73	3	Dan Moore	13
" "	Adult Learning Center, Beckley	1-73 thru 5-73	3	Dan Moore	5
" "	Adult Learning Center, Beckley	1-73 thru 5-73	3	Dan Moore	10
Special Topics: Overview of Adult Educ.	Adult Learning Center, Fairmont	1-73 thru 5-73	3	H. Goodman	16
" "	2nd Presbyterian Church, Wheeling	1-73 thru 5-73	3	Dennis Pad	12
Special Topics: Competencies for Adult Educators	Adult Learning Center, Beckley	June 1973	3	Mulgrew, Simpson and Capehart	10
" "	Adult Learning Center, Charleston	June 1973	3	" "	10
" "	Adult Learning Center, Logan	June 1973	3	" "	20
Interpersonal Relations in Adult Educ.	Marshall University	June 1973	3	Dan Moore	19
Special Topics: Instructional Strategies	Dept. of Welfare Charleston	June 1973	3	Dan Moore	13

Continuation Sheet - Page Two - Marshall University

	Title	Location	Dates	Credit Hours	Teaching Staff	Enrollment (Actual or Anticipated
5.	Principles of Adult Education	Adult Learning Center, Huntington	Oct. 19, 1972		Dan Moore	25
5.	Adult Education Concepts	Adult Learning Center, Lincoln Co.	Nov. 20, 1972		Dan Moore	10
5.	Prejudice and Adult Education	Cedar Lakes	Nov. 28, 1972		Dan Moore	13
5.	ABE Teacher as a Counselor	Charleston	Nov. 30, 1972		Dan Moore	15
5.	Principles of Adult Education	Charleston	Dec. 19, 1972		Dan Moore	12
5.	ABE Teacher as a Counselor	Huntington	Dec. 7, 1972		Dan Moore	20
5.	Adult Education in West Virginia	Cedar Lakes	Jan. 11, 1973		Dan Moore	20
5.	Principles of Adult Education	Jackson's Mill	Jan. 24, 1973		Dan Moore	26
5.	Prejudice and Adult Education	Huntington	Jan. 16, 1973		Dan Moore	25
5.	Humanistic Approaches to Adult Education	Cedar Lakes	Feb. 21, 1973		Dan Moore	20
5.	Techniques in Adult Education	Charleston	April 11, 1973		Dan Moore	25

8. Special Information

Courses - Tuition - $48.00 (off-campus) $63.00 (on campus)

Workshops - Tuition Free

Proposals, etc., for changing present M.A. in Department of Vocational, Technical Education to M.S. in Department of Occupational and Adult Education are in West Virginia Board of Regents.

REGION III ADULT EDUCATION STAFF DEVELOPMENT PROJECT

Activities Conducted or Planned

Report Period 30 June 1972 - 15 September 1973

Name of State WEST VIRGINIA

1. Workshops
2. Seminars
3. Summer Institutes
4. Special Information

Title	Location	Dates	Credit Hours	Teaching Staff	Enrollment (Actual or Anticipated)
1. A Developmental Reading Program for Adults	Romney	4-14-73		B. Hughes and others	24
	Parkersburg	4-16-73		"	15
	Buckhannon	4-17-73		"	35
	Welch	4-24-73		"	35
	Beckley	4-25-73		"	35
	Hinton	4-26-73		"	30
	Weirton	5-9-73		"	19
	Fairmont	5-11-73		"	38

4. Special Information

Current status of certification of adult education teachers in W. Va. -

A graduate program is in operation in West Virginia through Marshall University. At present 5 classes are being offered in extension credit in 5 areas within the state. This approved program at Marshall will lead toward certification in Adult Education. The status at present shows that very few teachers in Adult Education are not certified as teachers of adults. This is true for teachers in ABE as well as teachers in other adult day or evening programs.

PROGRAM OBJECTIVE 6

TO CONDUCT CONFERENCE WORKSHOPS FOR ADULT BASIC EDUCATION SUPERVISORS EVERY 6 TO 8 WEEKS.

PROGRESS

THIS OBJECTIVE HAS BEEN MET. SEE ATTACHED SCHEDULE.

PROGRAM OBJECTIVE 7

TO CONDUCT WORKSHOPS FOR PARAPROFESSIONAL STAFF.

PROGRESS

THESE WORKSHOPS HAVE NOT BEEN HELD AT THIS TIME. MOST SUPERVISORY AREAS HAVE ONLY A SMALL NUMBER OF PARAPROFESSIONALS AND THEIR TRAINING HAS BEEN PROVIDED IN EACH AREA BY SUPERVISORS AND ADULT BASIC EDUCATION TEACHERS. IT IS STILL PLANNED THAT A REGIONAL OR STATE-WIDE WORKSHOP WILL BE CONDUCTED FOR PARAPROFESSIONALS NEXT YEAR.

PROGRAM OBJECTIVE 8

TO EMPLOY COUNSELORS FOR THE ADULT BASIC EDUCATION PROGRAM.

PROGRESS

NO PROGRESS HAS BEEN MADE IN THE RECRUITMENT OF COUNSELORS.

PROGRAM OBJECTIVE 9

TO EMPLOY CURRICULUM SPECIALISTS FOR THE ADULT EDUCATION PROGRAM.

PROGRESS

ALTHOUGH IT IS HOPED THAT THIS WILL BE POSSIBLE SOME TIME IN THE FUTURE, NO CURRICULUM SPECIALISTS HAVE BEEN EMPLOYED.

XI. APPENDIX

(Retyped at the ERIC CLearinghouse in Career Education due to the marginal reproducibility of the original.)

REGION III STATES POPULATION CHARACTERISTICS RELATIVE TO AE PROGRAMS

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CATEGORY	TOTAL	DELAWARE	D.C.	MARYLAND	PENNSYLVANIA	VIRGINIA	W. VIRGINIA
Total Population	23,413,653	548,104	756,510	3,922,399	11,793,909	4,648,494	1,744,237
% Change from 1960 to 1970	N.A.	+22.8%	-1%	+26.5	+4.2%	+17.2%	-6.2%
% Urban Population	N.A.	72.2%	100%	76.6%	71.5%	63.1%	39%
% Rural Population	N.A.	27.8%	0%	23.4%	28.5%	36.9%	61%
Urban Change %	N.A.	+35.1%	N.A.	+33.3%	+4.1%	+33.1%	-4.5%
Rural Change %	N.A.	-0.6%	N.A.	+ 8.5%	+4.5%	- 2.8%	-7.4%
Central Cities (%) of Total	N.A.	14.7%	N.A.	23.1%	28.3%	28.3%	12.7%
No. Urban Places (2,500 +)	862	16	1	138	536	107	63
No. Rural Places (2,500 -)	1,155	43	0	117	634	175	186
No. Places (1,000,000 +)	5	0	0	2	2	1	0
No. Places (500,000-1,000,000)	2	0	1	0	0	1	0
No. Places (250,000 - 500,000)	5	1	0	2	2	2	0
No. Places (100,000 - 250,000)	11	0	0	0	7	2	2
No. Places (-100,000)	5	0	0	0	2	1	2
Counties	238	3	4 Quad.	24	66	90 + 36 cities	55
Sq. Miles	120,689	1982	N.A.	9891	44,966	39,780	24,070
% White Population	86%	85%	28%	81%	91%	81%	96%
% Non-White Population	14%	15%	72%	19%	9%	19%	4%
No. Adults (16+)	16,469,094	371,057	555,959	2,687,019	8,387,998	3,232,792	1,234,289
% Adults (16+)	70%	68%	74%	68%	71%	69%	70%
Est. A.E. Pop.	8,877,928	167,233	287,213	1,224,582	4,742,330	1,618,825	837,545
Median School years comp. (25 years+)	N.A.	10.6	12.1	10.4	10.2	9.9	9.0
% Draftees Failing Induction Examinations	N.A.	15%	19.3%	10.4%	6.4%	28.9%	50%

Source: 1970 U. S. Census Reports which include - General Population Characteristics (Advanced and Final Reports) and Number of Inhabitants (PC [1] A9).
(1) Policy Paper - AVT (A) 72-3, October 5, 1971, DHEW/USOE/BAVTE. Data providing estimate of AE population obtained from USOE and assumption is made that data is from 1960 U.S. Census for adults 18 years and older.
(2) Survey information from State Directors in Region III.

TABLE B

ESTIMATED ADULT BASIC PARTICIPATION BY STATES

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Category	Delaware	District of Columbia	Maryland	Pennsylvania	Virginia	West Virginia	Total
Total No. School Districts in State	26	1	24	516	133	55	755
Total No. School Districts with ABE	14	1	24	117	97	54	307
Federal Funds Available	$239,000	$407,806	$777,676	$2,634,898	$1,480,450	$613,710	$6,153,540
State Funds Available	None	$121,428	$120,000	$9,000	$12,000	$200,000	$ 462,428
Other Funds: Local Act (67A) disadvantage Contracts and AEDC	$ 60,000	$810,181		$ 100,000			$60,000 $100,000 $810,181
Total Funds Available	$299,000	$1,339,415	$897,676	$2,743,898	$1,492,450	$813,710	$7,586,149
Student Enrollment in ABE	1160	12,253	12,000	18,100	13,500	15,000	72,013

TABLE C

ESTIMATED ADULT EDUCATION (OTHER THAN ABE) PARTICIPATION BY STATES

Category	Delaware	District of Columbia	Maryland	Pennsylvania	Virginia	West Virginia	Total
Total No. School Districts with AE	21	1	24	313	88	None	447
Federal Funds Available	None	None	None	$575,000	None		$575,000
State Funds Available	$183,000	$628,700	$300,000	$1,733,000	$165,000		$3,009,700
Other Funds: Local	$15,000			$433,250			$448,250
Total Funds Available	$198,000	$628,700	$300,000	$2,741,250	$165,000		$4,032,950
Student Enrollment in AE	1625	N.A.	56,000	171,542	24,500		253,667

N.A. - Not Available from States

TABLE D

*NUMBER OF CURRENTLY EMPLOYED ADULT EDUCATION STAFF BY STATES AND NUMBERS ESTIMATED FOR 1975

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STATE	Staff Category	Part - Time		Full - Time		Full-Time Equivalent	
		Present	1975	Present	1975	Present	1975
Delaware	Teachers	160*	300	3	6	N.A.	N.A.
	Aides	30	50	3	6		
	Administrators	5	10	6	10		
	Counselors	18	36	0	0		
District of Columbia	Teachers	218	N.A.	129	N.A.	N.A.	N.A.
	Aides	5		10			
	Administrators	12		18			
	Counselors	1		2			
Maryland	Teachers	3254	4040	500	800	1150	1608
	Aides	150	300	0	0	30	60
	Administrators	91	130	27	37	45	63
	Counselors	54	77	10	25	20	40
Pennsylvania	Teachers	4600	N.A.	100	N.A.	N.A.	N.A.
	Aides	0		10			
	Administrators	233		49			
	Counselors	139		17			
Virginia	Teachers	2024	2400	41	75	172	217
	Aides	150	250	15	30	20	28
	Administrators	155	175	45	55	53	66
	Counselors	45	68	2	11	6	19
West Virginia	Teachers	300	500	50	100	110	200
	Aides	20	100	0	50	10	100
	Administrators	0	0	13 1/2	14	13 1/2	14
	Counselors	0	12	0	12	0	18
Total	Teachers	10,556	7,240	823	951	1,432	2,025
	Aides	355	700	38	86	60	188
	Administrators	496	315	140 1/2	116	111 1/2	143
	Counselors	257	193	31	48	26	77

N.A. - Not available from states
*ABE and AE figures are combined for this preliminary report.

TABLE E

NUMBER OF STATE OR LOCAL IN-SERVICE TRAINING PROGRAMS
BY STATES IN 1971-72

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State	Type	Length in Clock Hours	Type Staff	No. of Staff
Delaware	Curriculum	10	Teachers	160+
District of Columbia	Staff Development	11	Teachers	318
	Staff Development	5	Administrators	28
Maryland	State Counselors Workshop	60	Counselors	20
	State Teachers Workshop	60	Teachers	80
	State Administrators	30	Administrators	20
	Local Area Teachers Act.	15	Teachers	400
Pennsylvania	8 State Sponsored Workshops	6 1/2	Admin., Counselors, Teachers, Aides.	5148
	Local Pre- and In-Service	15	All	5148
	Mid-Winter Conference on AE and CE	24	All	600
Virginia	Curriculum Development and Evaluation	10	Supervisors	65
	Curriculum Development and Evaluation	3	Teachers	200
	Curriculum Development and Evaluation	6	Teachers	78
West Virginia	Local Supervisor's Conference	96	Supervisors	12
	Regional Teacher Training Workshop	30	Teachers	300
	State-Wide ABE Teacher Workshop	20	Teachers	200

TABLE F

ESTIMATED NUMBER AND TYPE OF STATE OR LOCAL IN-SERVICE TRAINING PROGRAMS NEEDED BY 1975

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STATE	TYPE	Length in Clock Hours	TYPE STAFF	Number of Staff
DELAWARE	Curriculum	30	Teachers	306
	Administration	30	Administrators	10
	Supervision	30	Administrators & Teachers	316
DISTRICT OF COLUMBIA	Staff Development	11	Teachers	N.A.
	Staff Development	5	Administrators	N.A.
MARYLAND	Teacher Aides - Recruiters	60	Teacher Aides	300
	Teachers	60	Teachers	160
	Administrators	30	Administrators	60
	Counselors	75	Counselors	40
PENNSYLVANIA	Local Pre- & In-Service	15	All	N.A.
	Sponsored State Workshops	6 1/2	All	N.A.
	State-Wide Conference on AE	24	All	N.A.
VIRGINIA	Student Recruitment	4	Supervisors and Teachers	860
	Program Promotion	4	Supervisors	110
	Curriculum Development	4	Supervisors and Teachers	860
	Student Retention	4	Supervisors and Teachers	860
	Student Evaluation	4	Teachers	750
	Instructional Programming	4	Teachers	750
WEST VIRGINIA	Teacher Aide Training	75	Teacher Aides	100
	ABE Supervisory Training	150	Local Supervisors	12
	ABE Teacher Reg. Workshop	100	ABE Teachers	600
	ABE Teacher Workshop	90	ABE Teachers	600
	Counselors Training Workshop	150	ABE Counselors	24

N.A. - Not available from States

TABLE G

RANKING OF POSSIBLE PROGRAM COMPONENTS BY STATE DIRECTORS

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Possible Components	Rank Ordering									Percentage of Effort							
	Del	D.C.	Md.	Pa.	Va.	W. Va.	Wt. Score	Av.Wt. Score	Rank Order	Del.	D.C.	Md.	Pa.	Va.	W.Va.	Tot.	Av.
A. Regional Teacher-Training Institutes	2	2	5		5	4	37	6.1	3	20	20	10		3	5	58	9.6%
B. State Department Leadership Development Seminars			4	3	7	8	22	3.6	7			10	15	2		27	4.5%
C. Higher Education Graduate Degree Programs	1	7	1	1	1	1	54	9	1	40	5	25	40	65	40	215	35.8%
D. Continuing Regional Technical Assistance to State Departments	4		3	5		9	23	3.8	6	10		20	5		0	35	5.8%
E. Higher Education Extension Courses	3	4	6	2	2	2	47	7.8	2	20	10	15	35	10	35	125	20.8%
F. Local Area In-Service Workshops		1			3	3	26	4.3	4.		40			10	10		10%
G. Continuing State Technical Assistance to Local Programs		6				10	6	1	10		5						1%
H. State-Wide Summer Institutes		3			4	5	21	3.5	9		10			5	5	20	3.3%
I. Publications Services	5			4	8	6	21	3.5	8	10			5	2	5	22	3.7%
J. Higher Education Undergraduate Degree Programs		5	2		6	7	24	4	5		10	20		3		33	5.5%
TOTALS										100	100	100	100	100	100		100%

OUTLINE FOR STATE PLANS

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I. Introducation

A. Background

B. Philosophy (Rationale)

1. What is Adult Education?

2. What is Staff Development?

C. Purpose

II. Needs (statement of problem)

A. Identification of target population

B. Current level of staff

C. Desired level of staff in 1975

D. Lack of staff development opportunities

III. Program

A. Curriculum

1. Specific content

B. Types of training (Staff Development Activities)

C. Time schedule (years 1-2-3)

D. Program Evaluation

IV. Organization and Administration of Project

A. Organizational structure (Regional/State/Local)

B. Responsibilities of participating organizations

C. Personnel

D. Facilities

V. Project Evaluation

VI. State Planning Committee

VII. Budget

ATTACHMENT A-1

Definitions

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Role: Name or label for set of expected behaviors or actions of a staff member, i.e., teacher, learning facilitator, counselor, paraprofessional aide, supervisor, evaluator, program developer, etc.

Functions: Ways of acting; set of expected behaviors or actions performed in role; and what one does in performing role.

Competence: Knowledges, understandings, skills, attitudes and values required to perform the functions of a role.

Staff Development Activity: General methodologies used for staff development (instructional) activities, i.e., higher educational credit, non-credit, on-campus, or extenstion courses, pre-service orientation sessions, content area seminars, local in-service workshops, direct consulting, etc.

Performance-Based Objectives: Concise statement of performance or behavioral change expectations, containing conditions and criteria for performance, expressed in terms of observable and measurable performance to be elicited from learner/staff member.

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REGION III ADULT EDUCATION

STAFF DEVELOPMENT PROJECT

GUIDELINES

FOR

DEVELOPMENT OF STATE PLAN

I. INTRODUCTION

A detailed three-year plan for this project, which will include a Plan for each State and the Region, must be developed and submitted to USOE/BAVTE no later than May 1, 1972. The State Director, with the assistance of a State Planning Committee and the Region Project Staff will coordinate the development of the plan in each State. These separate State Plans will, following a review by the Staff, the Planning and Policy Board, and other Consultants, be synthesized into a Regional Plan.

This paper provides some guidelines, which include a "Suggested Model for State Plans," for use in developing the Plans. The statements which follow are intended only as guidelines - which may be interpreted as a stimulus for your work with the State Planning Committee - and, in particular situations, should be altered and/or expanded to include a framework for meeting special planning and development needs. Even through an attempt has been made to keep these guidelines as flexible as possible, it is hoped that they provide a highly generalizable framework or model for all the States. If and when the suggested questions or tasks appear irrelevant, changes should be made.

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These guidelines will be more generalizable to all involved if the key terms, tasks, and elements of the model are easily distinguished from each other. Moreover, it is imperative that interrelationships between elements be clarified.

In addition to the requirements for flexibility, a common format, common language, and conceptual clarity, it is important to maintain simple approaches to the development and statement of the plans in order to facilitate the coordinative functions of the Planning Phase Staff.

II. SPECIAL CONSIDERATIONS

A. Process - Product: In these guidelines, we have attempted to deal with both a planning process which will be effective, and with a framework or format for the final product - the State Plan - which will result from the process.

In reality, these guidelines provide a point of departure for the State Planning Committee as they engage in the planning process. Once the process begins, there will be many times when it will be necessary to stop and reflect on what has been accomplished to date. Then you might expose the plans to consultants, the Regional Staff, or to local AE staff who might be involved in the project next year.

B. Reality Testing: These periodic reviews are actually stages of reality testing of the process and product. Each task might, after completion, be checked or tested with various groups of types of

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AE staff. Paul Delker, in a recent memorandum, has encouraged the involvement of local AE staff and representatives of other AE staff. Of course, there are practical limitations to the extent to which large numbers of representatives of AE can be involved.

III. SUGGESTED MODEL

The goal of a staff development plan is to have the various kinds of qualified staff or trained personnel available at the right time and in the right numbers to ensure that programs develop smoothly and effectively. The numbers and types of qualified staff should be deduced from the nature and scope of the AE Program in each State. The nature, scope, details, technical development and deduced staff development needs can be predicted with reasonable certainty in relatively short periods of time.

A short period of time in this project is one year; therefore, the degree to which we can be certain about our predictions for years two and three will vary. Following this assumption, the scope or detail of the three-year State Plan will vary for each of the three years. The potential model will consist of three phases (A, B, and C) all of which should be used in planning for the first year. Phases A and B should be used in planning for the second year, and only Phase A should be used in planning the third year.

Hopefully, the foregoing has not been confusing or inappropriate at this point in this discussion. But without going into additional preliminary discussions, the model given in "Attachment A" will be described.

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A. General Description. The three phases of the model are linked together in a logical manner which moves from a high level of abstraction in Phase A to a lower level of great specificity in Phase C. Phase A provides the basis of need for the full three-year project and Phase B provides a general overview of the staff development activities for years one and two. Finally, in Phase C, a detailed description of performance based objectives, etc., is given for the first year project operation.

B. Procedures

This model should be thought of in terms of a point of departure for the State Planning Committee. Members of the Regional Planning Phase Staff (Baker, Buskey, and Hanberry) will visit with each committee during early January to discuss special aspects of this model. As a result of these meetings, changes may be needed in the model.

In order to make the model useful in a practical way, some specific questions have been developed for the elements in Phase A. These questions are not inclusive and should be considered as stimulus questions for other questions and for completion of the plan.

Probably, the members of the State Planning Committee should study these questions carefully and then you could set up your own approaches to answering them - i.e., brainstorming, special sub-committees, representative sample surveys, staff meetings at local level, etc.

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C. Questions

1. Purpose of State Staff Development Plan

   a. What are your reasons for developing the Plan?

   b. Why is this important to your state?

2. Describe the Ideal AE Staff Roles desired in 1975

   a. What is adult education?

   b. What are some of the ideal (most effective) AE learning environments?

   c. If money were no object, what types and numbers of staff would you have in the learning environments above? What role would they perform?

   d. What is the ideal Student-Staff ratio?

   e. What general educational experiences and levels should each role have.

   f. What are your assumptions for these responses?

3. Describe and Assess the Roles of Current AE Staff (1971-72)

   a. What are roles of current AE Staff at the local and and State level?

   b. How many are part-time, full-time?

   c. What is the current student-staff ratio?

   d. What is the extent of specialized AE training for each type of current AE Staff?

   e. How much prior experience do they have?

   f. What other variables seem to apply?

   g. What special value judgments or assumptions have been made in answering these questions?

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4. Compare Ideal Roles with Current Roles

   a. In what ways are the roles described in 1 and 2 above similar?

   b. Are there any roles described in 1 which do not currently exist? Describe.

   c. What are the differences in terms of:

      1. role names?

      2. numbers of staff?

      3. types and level of education?

      4. prior experience?

5. Translate Role Differences (Between Ideal & Current) into Staff Development Needs

   a. For each role difference described above, what are some special problems which might be solved by training?

   b. Complete this statement: In the role of _____ (insert different roles) the three most important staff development needs are:

   c. What differences exist in their needs in terms of such variables as urban-rural situations, race of staff and/or students, prior experience?

6. Determine Functions of Each Role

   What are the functions (activities or tasks) for each of the roles described in No. 4 above? What does that staff member do in performing the job?

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7. Determine the competencies needed for each function

   a. What kinds of skills must a person have to perform each of the functions?

   b. What kind and how much knowledge should one have to perform the functions?

Phases B and C primarily provide a reporting format for the detailed plan. Each competence described in No. 6 should be listed in column 1 in Phase B as a topic for staff development (SD). Then a brief description of the expected participants (number and roles) should be given in column 2. The general type of SD activity (local in-service workshop, individual consulting, extension, university or college credit course, non-credit courses, on-campus seminars, etc.) should be listed.

Phase C consists of a format for detailed plans which include performance based objectives followed by the appropriate methods, materials, staff, possible dates and location. Of course, these items may change through-out the project.

Again, if you have any questions or suggestions, please feel free to call.

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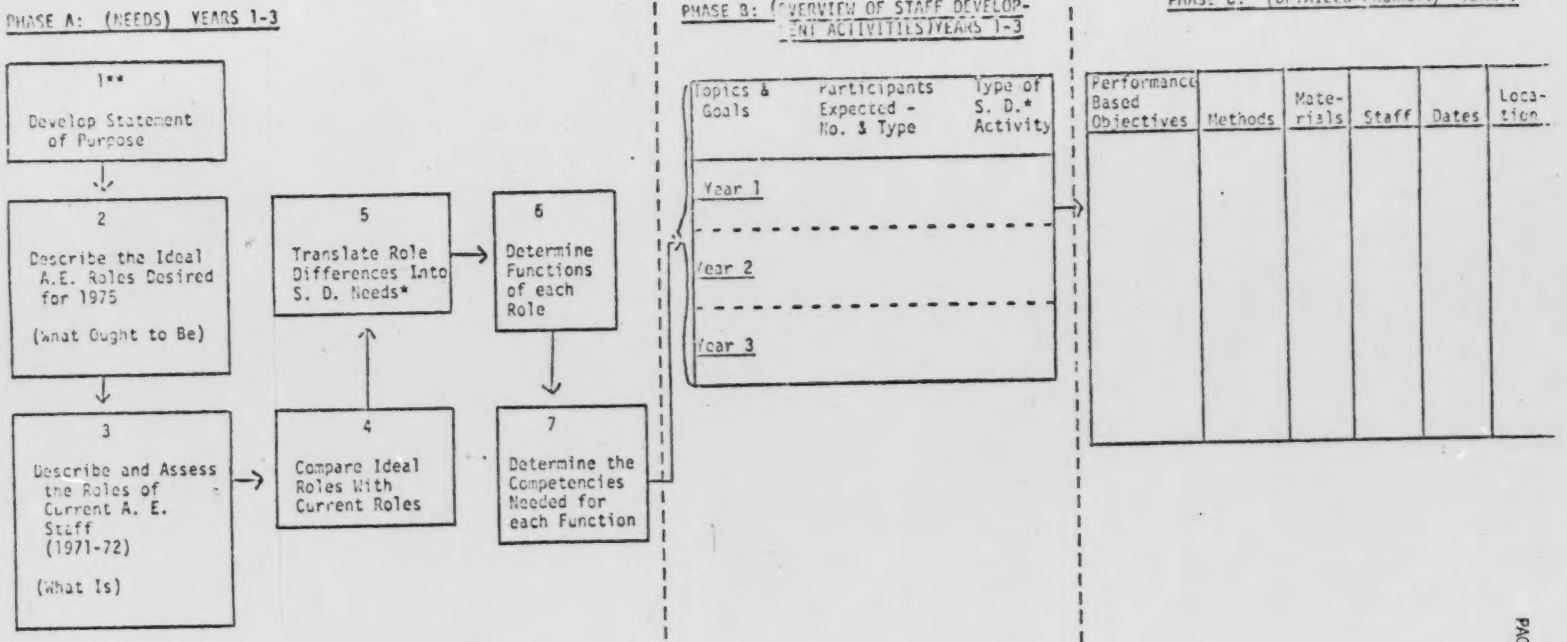
ATTACHMENT A - SUGGESTED MODEL FOR DEVELOPMENT OF STATE PLAN



Deadlines: February 18, 1972

February 29, 1972

March 30, 1972

Definitions: See Attachment A-1

*S. D. = Staff Development
**Numbers refer to Questions on pp. 5-7

Revised 1-10-72

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REGION III ADULT EDUCATION STAFF DEVELOPMENT PROJECT
Conferences and Institutes Division, University College
University of Maryland, College Park, Maryland 20742
Telephone: (301) 454-5481

A COMPETENCE ORIENTED MODEL FOR STAFF DEVELOPMENT IN ADULT EDUCATION

November 30, 1972

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Region III Adult Education Staff Development Project

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BACKGROUND

A major goal of the Region III Staff Development Project is to have adequately trained personnel with appropriate qualifications available at the right time and in the right numbers, in order to assure the effectiveness of adult education programs. The ideal number and types of adult education staff can be deduced from the nature and scope of the adult education programs in this region.

To determine the right kinds of staff, it is necessary to describe the various staff roles (teacher, counselor, learning facilitator, supervisor, media specialist, recruiter, etc.) desired for a program. The next step prescribes the necessary functions to be performed in each role. Once these foregoing descriptive and prescriptive steps are completed, the project can proceed with the specification of the types of competencies required to carry out the functions in each role. It is then possible to design an effective staff development program for the acquisition of these competencies.

This model provides a system for the creation of a staff development program based on the specification of roles, functions, and competencies. The model is applicable to both specific situations as well as to the overall development of a systematic staff development process.

e model is sensitive to:

1. The importance of a common format, conceptual clarity and flexibility;
2. The need for a systematic approach, which allows for the incorporation of a feedback (evaluation) component;
3. The need for the development of a certification component;
4. The importance of maintaining strategies for (or institutionalizing) the application of the model so that the Regional and coordinative aspects of the Pro[illegible] are enhanced.

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Assumptions

Prior to [illegible] to a detailed discussion of the model itself, and in order to expose the conceptual base, a number of assumptions will be given.

1. The purpose of a staff development project is to provide the appropriately qualified (right types of) staff at the right time and in the right numbers.
2. Competency includes technical skills, knowledge, information, attitudes, and interpersonal skills.
3. Competence can be learned.
4. A process-based model should be highly generalizable and applicable to di-similiar projects at the State and local levels.
5. This process-based model will enhance the goal of the disengagement of the Region III Adult Education Staff Development Project.

GENERAL DESCRIPTION OF MODEL

The major components of this model, which are exhibited in Figure 1, form a simple systems model with the feedback loop depicted by the dotted line. These major components will be expanded into a three-phase model and elaborated in a later section. Prior to that detailed discussion, five key terms will be defined.

Definitions of Terms

Role:	Name or label for set of expected behaviors or actions of a staff member, i.e., teacher, learning facilitator, counselor, paraprofessional aide, supervisor, evaluator, program developer, etc.
Functions:	Ways of acting; set of expected behaviors or actions performed in role; and what one does in performing role.
Competence:	Knowledge, understandings, skills, attitudes and values required to perform the functions of a role.

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Staff D[illegible] activities; [illegible] methodologies used for staff development [illegible] activities; higher educational [illegible], on-campus, or extension [illegible] pre-service orientation sessions; continuing [illegible] local in-service workshops; [illegible]

Competency-based [illegible] [illegible] specific statements of performance or behavioral [illegible] objectives, containing conditions and [illegible] for measurable and measurable performance [illegible] by the learner/staff member.

Major Components of Model

[illegible] seven major components of this competence-based model (Figure 1). [illegible] five of these components (1, 2, 3, 6, and 7) deal with the developmental aspects of the model. Components 4 and 5 relate to the development and implementation of the evaluative design and activities. These two components form the feedback loop necessary for both formative and summative evaluation of the program developed by this model.

Component No. 1 [illegible] provides a description of the program purpose and philosophy, as the [illegible] in the development of a staff development program [illegible] education. It is not assumed by the inclusion of this component that all programs of adult education (ABE, Manpower Training Programs, etc.) are designed and developed for the same purpose and on the same philosophical foundations. It is assumed that this model can be used for any staff development activity, public, A.E., private, once [illegible] objectives are stated.

The articulation and specification of roles and functions of the staff can be deduced [illegible] from the statement of purpose and philosophy of the program.

Components No. 2 and No. 3 focus on the specification of ideal (desired states of) staff and [illegible] roles, functions, and competencies for staff in adult education programs. In developing these components, it is imperative that program staff and potential [illegible] in the future participate in developing these components. The [illegible] components No. 2 and 3 are the primary

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Conduct Evaluation
Develop Calculation Design and Access Sites
Create Surface Environment Data Base
Create Subsurface Environment Data Base
Create Waste Form Data Base
Create Engineered Barrier Data Base
Create Near-Field Environment Data Base
Create Far-Field Environment Data Base
Create Biosphere Data Base
Create Scenario Data Base
Create Human Behavior Data Base
Create Data Base Management System
Create Data Base Verification Procedures
Create Data Base Validation Procedures
Create Data Base Control Procedures
Create Data Base Documentation
Create Data Base Quality Assurance Procedures
Create Data Base Configuration Management
Create Data Base Security
Create Data Base Backup
Create Data Base Recovery
Create Data Base Archive
Create Data Base Retrieval
Create Data Base Update
Create Data Base Delete
Create Data Base Insert
Create Data Base Query
Create Data Base Report
Create Data Base Graphics
Create Data Base Statistics
Create Data Base Summary
Create Data Base Index
Create Data Base Key
Create Data Base Relation
Create Data Base Table
Create Data Base Field
Create Data Base Record
Create Data Base File
Create Data Base Directory
Create Data Base Subdirectory
Create Data Base Root
Create Data Base Volume
Create Data Base Disk
Create Data Base Tape
Create Data Base Cartridge
Create Data Base Optical Disk
Create Data Base Magnetic Disk
Create Data Base Floppy Disk
Create Data Base Hard Disk
Create Data Base Removable Disk
Create Data Base Fixed Disk
Create Data Base Mirror Disk
Create Data Base Redundant Disk
Create Data Base Backup Disk
Create Data Base Recovery Disk
Create Data Base Archive Disk
Create Data Base Retrieval Disk
Create Data Base Update Disk
Create Data Base Delete Disk
Create Data Base Insert Disk
Create Data Base Query Disk
Create Data Base Report Disk
Create Data Base Graphics Disk
Create Data Base Statistics Disk
Create Data Base Summary Disk
Create Data Base Index Disk
Create Data Base Key Disk
Create Data Base Relation Disk
Create Data Base Table Disk
Create Data Base Field Disk
Create Data Base Record Disk
Create Data Base File Disk
Create Data Base Directory Disk
Create Data Base Subdirectory Disk
Create Data Base Root Disk
Create Data Base Volume Disk
Create Data Base Disk Disk
Create Data Base Tape Disk
Create Data Base Cartridge Disk
Create Data Base Optical Disk Disk
Create Data Base Magnetic Disk Disk
Create Data Base Floppy Disk Disk
Create Data Base Hard Disk Disk
Create Data Base Removable Disk Disk
Create Data Base Fixed Disk Disk
Create Data Base Mirror Disk Disk
Create Data Base Redundant Disk Disk
Create Data Base Backup Disk Disk
Create Data Base Recovery Disk Disk
Create Data Base Archive Disk Disk
Create Data Base Retrieval Disk Disk
Create Data Base Update Disk Disk
Create Data Base Delete Disk Disk
Create Data Base Insert Disk Disk
Create Data Base Query Disk Disk
Create Data Base Report Disk Disk
Create Data Base Graphics Disk Disk
Create Data Base Statistics Disk Disk
Create Data Base Summary Disk Disk
Create Data Base Index Disk Disk
Create Data Base Key Disk Disk
Create Data Base Relation Disk Disk
Create Data Base Table Disk Disk
Create Data Base Field Disk Disk
Create Data Base Record Disk Disk
Create Data Base File Disk Disk
Create Data Base Directory Disk Disk
Create Data Base Subdirectory Disk Disk
Create Data Base Root Disk Disk
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Create Data Base Archive Disk Disk Disk
Create Data Base Retrieval Disk Disk Disk
Create Data Base Update Disk Disk Disk
Create Data Base Delete Disk Disk Disk
Create Data Base Insert Disk Disk Disk
Create Data Base Query Disk Disk Disk
Create Data Base Report Disk Disk Disk
Create Data Base Graphics Disk Disk Disk
Create Data Base Statistics Disk Disk Disk
Create Data Base Summary Disk Disk Disk
Create Data Base Index Disk Disk Disk
Create Data Base Key Disk Disk Disk
Create Data Base Relation Disk Disk Disk
Create Data Base Table Disk Disk Disk
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Create Data Base Delete Disk Disk Disk Disk
Create Data Base Insert Disk Disk Disk Disk
Create Data Base Query Disk Disk Disk Disk
Create Data Base Report Disk Disk Disk Disk
Create Data Base Graphics Disk Disk Disk Disk
Create Data Base Statistics Disk Disk Disk Disk
Create Data Base Summary Disk Disk Disk Disk
Create Data Base Index Disk Disk Disk Disk
Create Data Base Key Disk Disk Disk Disk
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Create Data Base Retrieval Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk
Create Data Base Update Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk
Create Data Base Delete Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk
Create Data Base Insert Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk
Create Data Base Query Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk
Create Data Base Report Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk
Create Data Base Graphics Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk
Create Data Base Statistics Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk
Create Data Base Summary Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk
Create Data Base Index Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk
Create Data Base Key Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk
Create Data Base Relation Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk
Create Data Base Table Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk Disk
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PHASE A (Role, Function and Competence Analysis)

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Figure 2

1
Develop Statement of Purpose and Philosophy
2
Describe the Ideal AE Staff Roles (what ought to be)
3
Determine Ideal Functions for each Role
4
Specify Competence Needed for each Function
Assess and Test Validity (Evaluation and Feedback)
5
Assess Competence of Current Staff

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PHASE B (overview of Staff Development Activities)
Identification of General S. D. Activity
Description of Participants by type and number
Specification of broad topics and goals

Figure 3

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the staff development program as was indicated in the definition of terms, component No. 8 (identification of general staff development activities, calls for the development of general types of staff development activity (i.e., credit courses, extension classes, [illegible] workshops, summer institutes, one-to-one consulting, etc.). Another way of stating this is that the staff development activity is defined in the way, or form in which, the participants are grouped or related to each other.

Phase C (Related Components)

Phase C includes eight (8) components. Six of which (components No. 9, 10, 12, 13, 14, and 15) deal with the specification and development of specific and detailed aspects of a given staff development activity. Components No. 11 and 16 deal with the evaluation component of Phase C.

IMPLEMENTATION OF MODEL IN DENTON III PROJECT

The implementation of this model will be implemented in Denton III Adult Education State [illegible] project during the period of October 1972 through June 1973. This implementation will include three major tasks: (1) the orientation and training of staff in the use of the model; (2) the field testing and refinement of the model; and (3) the institutionalization of the model. Each of these aspects will be discussed in more detail in the concluding discussion of this model.

Orientation and Training in the Implementation of the Model

The Regional Project staff will implement this model for implementation in the project. Orientation and training sessions will be conducted during FY 1973 for all staff [illegible] Project Directors, staff development specialists, and all staff [illegible]. The first [illegible] a general orientation, a series of [illegible] sessions will be conducted by the Regional Project staff to train personnel in using the [illegible] cycle, the role of the

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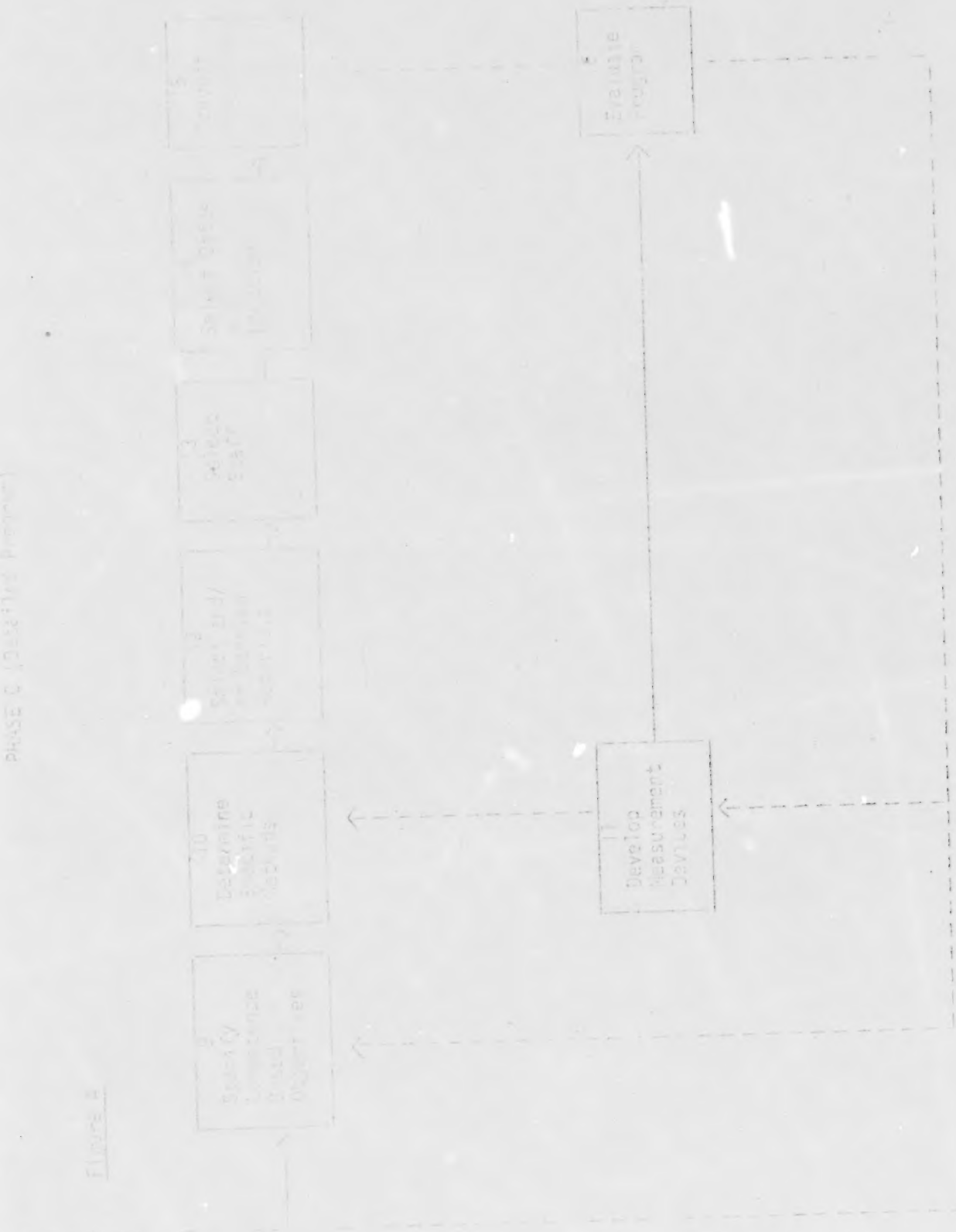

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TABLE 1

S. D. ACTIVITIES BY STATE AND INSTITUTION

STATE	SDAE	HEI	TOTAL
Delaware	301	431	732
D. C.	380	40	420
Maryland	1,327	307	1,634
Pennsylvania	1,195	177	1,372
Virginia	793	150	943
West Virginia	231	391	622
TOTALS	4,227	1,496	5,723

TABLE 2

SELECTED SAMPLE BY STATE AND SEX

STATE	Males		Females		TOTAL NO.
	No.	%	No.	%	
Delaware	34	62	21	38	55
D. C.	38	38	63	62	101
Maryland					0
Pennsylvania	37	63	22	37	59
Virginia	48	28	122	72	170
West Virginia	61	58	45	42	106
TOTALS	218	44	273	55	491

TABLE 3

SELECTED SAMPLE BY STATE AND AE POSITION

STATE	No Data		Administr.		Teacher		Aides		Counselors		Others		Total No.
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Delaware			21	38	25	45	5	9			4	7	55
D. C.	4	4	30	30	43	43	8	8			16	16	101
Maryland													
Pennsylvania	2	3	13	22	32	54	5	8			7	12	59
Virginia	3	2	26	15	95	56	5	3	27	16	14	8	170
West Virginia	2	2	33	31	61	58	2	2	6	6	2	2	106
TOTALS	11	2	123	25	256	52	25	5	33	7	43	9	491

TABLE 4

SELECTED SAMPLE FOR SEX BY AE POSITION

AE POSITION	Males		Females		Totals	
	No.	%	No.	%	No.	%
No Response	5	2	6	2	11	2
Administrator	81	37	42	15	123	25
Teacher	107	49	149	55	256	52
Aide	9	4	16	6	25	5
Counselor	1	.5	32	12	33	7
Other	15	6.5	28	10	43	9
TOTALS	218	100	273	100	491	100

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TABLE 5

SPECIAL SATURDAY WORKSHOPS IN PENNSYLVANIA

CAGEGORY	Admin.	Teachers	Aides	Guidance Counselor	Total
SEX - Male	63	285	14	55	417
Female	6	109	64	11	190
EDUCATIONAL BACK-GROUND- High School	0	9	62	0	71
Bachelor's Degree	4	201	14	9	228
Master's Degree	14	114	0	17	145
Master's Degree +	51	70	2	40	163
Average # of Years Experience (Day Sc)	20	10.5	3.6	16.1	
Average # of Years in ABE (Program 8 years old)	4.6	3.7	1.8	4.0	
No. Interested in Attending Summer Institute - Yes	6	156	24	19	224
No	9	238	33	47	362
No. Attending Local In-Service - Yes	54	267	48	44	413
No	15	125	30	22	192

TABLE 6

SEX, AGE, YEARS IN AE, AND ACADEMIC BACKGROUND

ITEM	Mean	S.D.	Max.	Min.	Range
Age	37.4	11.5	68	20	48
Years in Present AE Position	3.3	5.0	50	0	50
Academic Background*	4.2	.78	5	0	5
Number of Males	170	53%	N.A.	N.A.	N.A.
Number of Females	148	47%	N.A.	N.A.	N.A.
TOTALS	318	100%			

* 4.2 is based on ranking of 1-5 on choices listed in Item 19 listed below.

Item 19

Less Than High School Diploma
High School Diploma or Equivalent
Some College, Less Than Bachelor's Degree
Bachelor's Degree
Master's Degree or Above

TABLE 7

SEX OF PARTICIPANTS BY TYPE OF S.D. ACTIVITY

Type of S.D. Activity*	Male		Female		Totals	
	No.	%	No.	%	No.	%
H.E.I. Credit Course	72	42%	80	54%	152	48%
Non-Credit S.D. Activity	98	58%	68	46%	166	52%
TOTALS	170	53%	148	47%	318	100%

* For the purpose of this specific table, S. D. activities have been grossly categorized into HEI credit courses and all others into non-credit courses, whether they were offered by the HEI or SDAE, etc.

TABLE 8

ETHNIC/RACIAL BACKGROUND OF PARTICIPANTS
N = 322

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STATE	Not Indicated		Indian		Afro-Am.		Asian		Spanish		Caucasian		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Delaware	3	5%			15	27%	1	2%	3	5%	34	61%	56	
D. C.	15	14%	1	1%	75	74%	1	1%	2	2%	7	7%	101	
Pennsylvania	4	7%			6	10%			2	3%	47	80%	59	
West Virginia	3	3%	2	2%	5	5%	1	1%	1	1%	94	88%	106	
TOTALS	25	8%	3	1%	101	31%	3	1%	8	2%	182	57%	322	100%

TABLE 9

ACADEMIC BACKGROUND OF PARTICIPANTS
N = 321

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STATE	Less Than H.S.		H.S.		Some College		B. A.		Master's		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Delaware					3	5%	25	45%	28	50%	56	100%
D. C.			1	1%	6	6%	33	33%	60	60%	100	100%
Pennsylvania			1	2%	2	3%	35	59%	21	36%	59	100%
West Virginia	1	1%	7	7%	14	13%	58	55%	26	24%	106	100%
TOTAL	1	.3%	9	3%	25	7.7%	151	47%	135	42%	321	

TABLE 10

STIPENDS PAID TO PARTICIPANTS

STATE	Delaware N= 54	D.C. N= 99	Penna. N = 56	W. Va. N = 102	Total N= 311
No.Paid	3	4	6	42	55
No. Not Paid	51	95	50	60	256
% Paid	5%	4%	11%	41%	18%
% Not Paid	95%	96%	89%	59%	82%

TABLE 11

COSTS PAID BY SELF OR OTHER SOURCE

STATE	Del. N = 50	D.C. N = 78	Pa. N = 52	W. Va. N = 99	Totals N = 279
Number - Self	35	57	27	5	124
Number - Other Source	15	21	25	94	155
% - Self	70%	73%	52%	5%	44%
% - Other Source	30%	27%	48%	95%	56%

TABLE 12

RELEASED FROM WORK FOR S. D. ACTIVITY

STATE	Del. N = 54	D.C. N = 95	Pa. N - 56	W. Va. N = 104	Totals N = 309
Number - Yes	11	31	18	36	96
Number - No	43	64	38	68	213
% - Yes	20%	33%	32%	35%	31%
% - No	80%	67%	68%	65%	69%

TABLE 13

EXPERIENCE IN AE PROGRAMS (NUMBERS)
N = 321

POSITION	Number Checked Item	Number Not Checked Item	Mean No. Years
Teacher-Aide	17	304	.08
Counselor	34	287	.27
Teacher	201	120	2.8
Teacher-Counselor	25	296	.53
Teacher-Media Spec.	6	315	.04
Teacher-Trainer	16	305	.13
Administrator	83	238	1.14
Other	29	292	.24
TOTAL (checked at least one of the above)	286	35	4.6

TABLE 14

EXPERIENCE IN AE PROGRAMS (PERCENTAGES)

POSITION	PERCENTAGE CHECKED	PERCENTAGE NOT CHECKED
Teacher-Aide	5%	95%
Counselor	11%	89%
Teacher	63%	37%
Teacher-Counselor	8%	92%
Teacher-Media Sp.	2%	98%
Teacher-Trainer	5%	95%
Administrator	26%	74%
Other	9%	91%
TOTAL (checked at least one of the above)	89%	11%

TABLE 15

GEOGRAPHICAL PROGRAM AREA(S) NOW SERVED

(of N = 321, the following areas were checked)

STATE	Model Cities	Appala-chia	Urban	Sub-urban	Rural	Other	Totals
Delaware	8		27	23	15	5	78
D. C.	24		71	5	3	10	113
Penna.	10	6	27	22	16	6	87
West Va.	3	57	19	17	72	11	179
Totals* (checking one or more of areas)	45	63	144	67	106	32	457
%	14	20	45	21	33	10	

* Some individuals served two or more areas.

TABLE 16

POPULATION GROUPS NOW BEING SERVED BY PARTICIPANTS
WHO CHECKED ONE OR MORE OF AREAS
(N = 321)

STATE	Am. Indian	Asian-Am.	Spanish	Afro. Am.	Cauca-sian	Other	In-mates	Other Inst.	Migrant	Other	Totals
Delaware	4	6	18	48	48	4	5	8	2	2	145
D. C.	3	13	26	82	38	17	11	14	1	8	213
Penna.	4	18	30	40	44	2	20	16	8	8	190
West Va.	9	13	22	66	95	8	32	11	5	8	269
TOTAL*	20	50	96	236	225	31	68	49	16	26	817
% *	6	16	30	74	71	10	21	15	5	8	

* Checking one or more of areas.

TABLE 17

GEOGRAPHICAL PROGRAM AREAS SERVED BY RACIAL BACKGROUND
(Numbers)

GEOGRAPHICAL AREA	RACIAL BACKGROUND					
	Indian N = 3	Afro-Amer. N =101	Asian Amer. N = 3	Spanish N = 8	Caucia-sian N =182	Total N = 297
Model Cities	1	22		3	9	35
Appalachia	1	3			58	62
Urban		66	2	4	57	129
Suburban	2	5	1	3	54	65
Rural	2	10			89	101
Other		13	1		17	31

TABLE 18

GEOGRAPHICAL PROGRAM AREAS SERVED BY RACIAL BACKGROUND
(Percentages)

GEOGRAPHICAL AREA	RACIAL BACKGROUND					
	Indian N = 3	Afro-Amer. N =101	Asian-Amer. N = 3	Spanish N = 8	Caucia-sian N =182	Total N =297
Model Cities	33%	22%		38%	5%	12%
Appalachia	33%	3%			32%	21%
Urban		65%	67%	50%	31%	43%
Suburban	67%	5%	33%	38%	30%	22%
Rural	67%	10%			49%	34%
Other		13%	33%		9.3%	10%

TABLE 19

POPULATION GROUPS SERVED BY
RACIAL BACKGROUND OF ADULT EDUCATOR
(Numbers)

POPULATION GROUP	RACIAL BACKGROUND OF ADULT EDUCATOR					
	Indian N = 3	Afro. Amer. N =101	Asian Amer. N = 3	Spanish N = 8	Cauca-sian N =182	Total N=297
American Indian		5			12	17
Asian-American		11		3	30	44
Spanish	1	30		6	47	84
Afro-American	3	89	1	6	119	218
Caucasian	2	45	1	7	145	209
Other	1	12	1	3	10	27
Inmates		15	1	2	40	58
Institutional	1	11		5	23	40
Migrants		3		1	9	13
Others		6		1	15	22

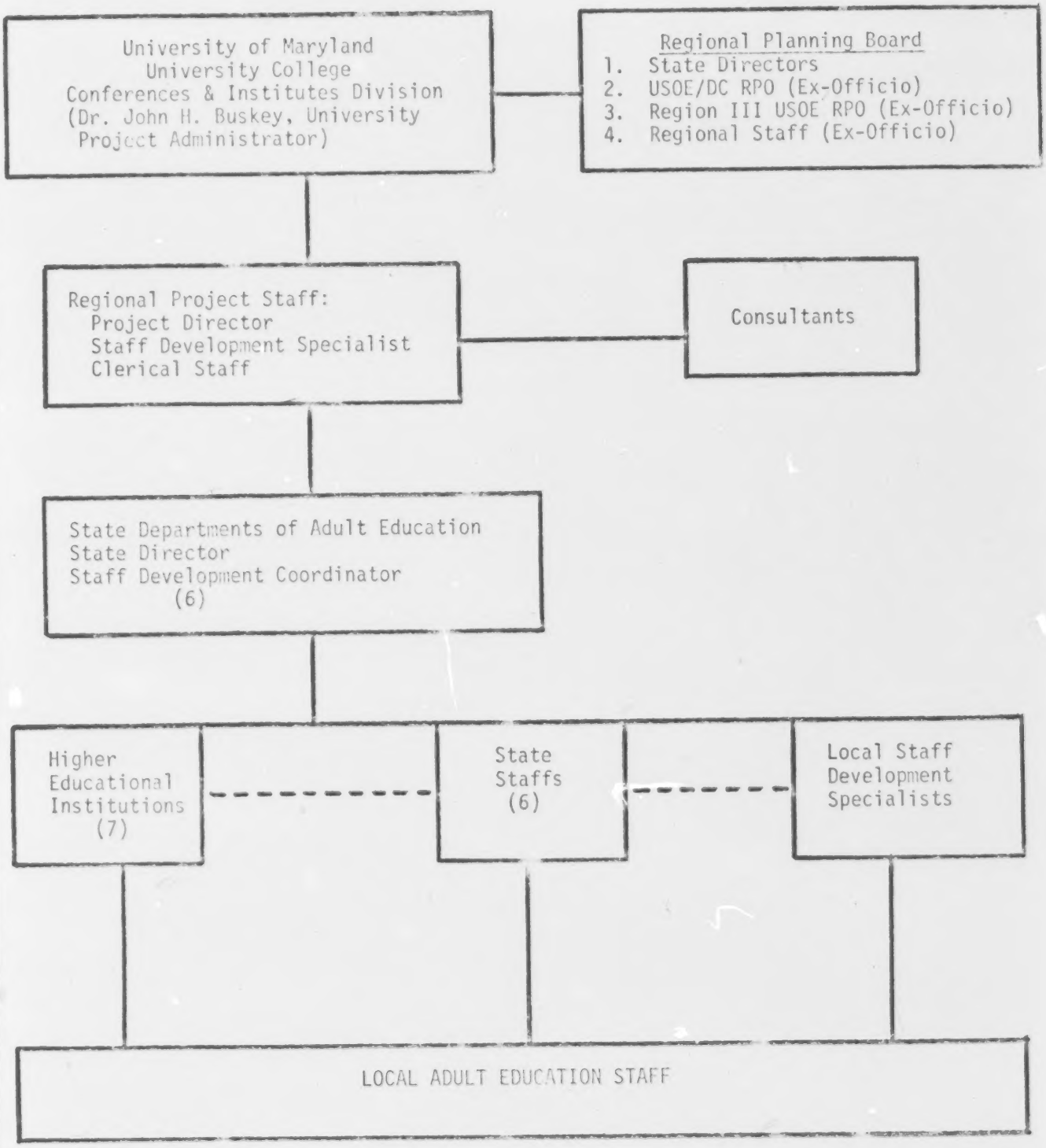
TABLE 20

POPULATION GROUPS SERVED BY
RACIAL BACKGROUND OF ADULT EDUCATOR
(Percentages)

POPULATION GROUP SERVED	RACIAL BACKGROUND OF ADULT EDUCATOR					
	Indian N = 3	Afro-Amer. N = 101	Asian Amer. N = 3	Spanish N = 8	Caucasian N =182	Total N =297
American Indian		5%			7%	6%
Asian-American		11%		38%	16%	15%
Spanish	33%	30%		75%	26%	28%
Afro-American	100%	89%	33%	75%	65%	73%
Caucasian	67%	45%	33%	88%	86%	71%
Other	33%	12%	33%	38%	6%	9%
Inmates		15%	33%	25%	22%	20%
Other Institutions	33%	11%		63%	13%	13%
Migrants		3%		13%	5%	4%
Other		6%		13%	8%	7%

REGION III ADULT EDUCATION
STAFF DEVELOPMENT PROJECT

Organizational Chart



PROJECT CRITIQUE FOR YEAR ONE

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NAME _____ STATE _____ DATE _____

STAFF ROLE _____ INSTITUTION _____

TENURE IN PROJECT: DATES FROM _____ TO _____

Purposes: (1) To critique and describe the extent of effectiveness of the AESD Project in year one, and

(2) to refine and revise the AESD Project in year two.

Instructions: Please complete in as much detail as possible and return to Jessie K. Ulin.

1. To what extent were activities in year one related to the objectives listed in your State Plan? (Great, some, little, none). Explain:

2. Regional Activities

A. "The primary role of the Regional Office is to facilitate the development of a long-term staff development system (Regional Services and Activities, April 27, 1972, p.5)." Please describe those factors which enhanced that role and those factors which blocked that role:

(1) Enhancing factors:

(2) Blocking factors:

3. There are four distinguishing characteristics of the services and activities of the Regional Staff. Please identify and describe below the most effective and the least effective part (please try to describe only one for each) of those four categories:

(1) Project Administration

- most effective

- least effective

(2) Technical Assistance

- most effective

- least effective

(3) Regional Staff Development

- most effective

- least effective

(4) Project Evaluation (if you think such activities have occurred)

- most effective

- least effective

3. State Team-Building. Each state has a staff team (i.e., State Director of Adult Education, Staff Development Specialist, Staff Associate (NEI Faculty). Please describe below the most effective elements and the least effective elements of your State Team:

   A. Most Effective

   B. Least Effective

4. If you were to change any one part of the following aspects of the project, what change would you make?

   A. Objectives in Your State Plan -

   B. Regional Project Administration -

   C. Regional Technical Assistance -

   D. Regional Staff Development -

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E. Regional Project Evaluation -

F. Regional Planning Council -

G. State Teams -

H. Organizational Structure of State Team -

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CONTRACT FOR EVALUATION OF REGION III
ADULT EDUCATION STAFF DEVELOPMENT PROJECT
USOE Grant #OEG-0-72-1440

I. Introduction and Purpose

This contract sets forth the terms and conditions for the provision of payment for services involved in the information-based evaluation of the Region III Adult Education Staff Development Project, University of Maryland, College Park, Maryland (the Contractor) by Commonwealth Learning, Inc., Alexandria, Virginia (the Consultant).

The purpose of this evaluation will be two-fold: (1) to determine the efficiency and effectiveness of the staff development workshops conducted by the Project Director and staff during the period February through June, 1973; (2) to build and validate a comprehensive evaluation design for the project for FY 1974. The building of this comprehensive design will rely heavily on interaction between the Consultant and potential information users including project staff. The attached flow chart (Figure 1) provides the step-by-step procedure for building a comprehensive design. Each step or activity in the flow chart will result in a product which becomes the foundation for subsequent evaluation activities. The final product of these activities will be a blueprint or plan for conducting the evaluation.

II. Scope of Work

A. Task 1 - Evaluation of five competency-based training activities which will be conducted between February 15 and June 29, 1973.

1. Task 1 evaluation will concern the following objectives which were jointly arrived at by the Contractor and Consultant for the Learning/Staff Development Specialist workshops:

   (a) To introduce the competency-based education model to the Specialists
   (b) To enable the Specialists to identify their own competencies and needs through the use of the model
   (c) To enable the Specialists to use the model in their own "back home" situations
   (d) To enable the Specialists to feed-back information concerning their teacher's needs in an appropriate format which can be used by the Director and University personnel for designing learning activities

2. Target groups identified by Project Director

3. Methods and instruments for conducting evaluation of training activities determined by Consultant

4. Conduct evaluation -- which may include:

   (a) Participant's self-assessment
   (b) RPO assessment
   (c) Evaluator assessment
   (d) HEI assessment

5. Analyze data in terms of established objectives

6. Submit interim reports after training activities as required by results of data analyses

7. Submit final evaluation of training activities on or before July 15, 1973.

B. Task 2 - Building and validation of evaluation plan to generate information about process as well as product of project activities to include:

	Man Days
1. Review program design, program objectives and rationale	1
2. Specify information requirements and management needs	4
3. Specify evaluation questions of interest	6
4. Specify data base structure and contents	6
5. Select and/or design instrumentation	4
6. Specify sampling procedures and/or data analysis techniques	3
7. Specify data collection and reduction procedures	3
8. Identify major assumptions and constraints	1
9. Define support requirements	1
10. Develop schedule of evaluation activity	2
11. List budget requirements	1
12. Development management plan	1
13. Prepare design document	3
	36

III. Obligations of the Contractor

(For document, person availability and services)

The contractor agrees:

A. To provide the Consultant with all relevant documents as required.

B. To make available to the Consultant at specified times during the Consultant's on-site visits: project staff, instructors, administrators or other relevant personnel for interview or observational purposes.

C. To make available to the Consultant at specified times all tabulations, data analyses, and written summaries and interpretations of the results of program evaluation including internal progress reports and quarterly reports such as those required by the Office of Education.

D. To facilitate or arrange for the Consultant's access to persons for interview purposes as may be requested by the Consultant within the terms of this contract.

IV. Obligations of the Consultant for Providing Evaluation Services

The services to be performed are based on discussions between the Contractor and the Consultant. The Consultant agrees to perform the services listed above. It is understood that all activities are dependant upon the availability of data, the ease of data collection, degrees of cooperation of the individuals who must be involved, and similar constraints.

The Consultant must advise the Contractor in writing of any event(s) which adversely affect the ability of the Consultant to perform the contract or complete the activities described in the "Scope of Work" in the time agreed upon. After consideration of the circumstances involved, the Contractor has the option of revising, extending or cancelling the contract providing adequate written notice to the Consultant.

V. Confidentiality and Dissemination

A. The Consultant agrees to maintain the confidentiality of sensitive information acquired as part of the evaluation effort.

B. The Contractor agrees to assume responsibility for dissemination of the findings of the evaluation and final report as he sees fit.

VI. Period of Performance, Cost and Payments

The work specified in this contract will begin February 15, 1973 and will be completed June 29, 1973. Report will be submitted on or before August 1, 1973.

In consideration of the services provided as specified herein, the Contractor agrees to pay the Consultant the fixed sum of $3000.00, to be paid as follows:

Payment #1 on signing of this contract.
Payment #2 on April 25, 1973.
Payment #3 on receipt of final reports (due August 1, 1973).

In addition, the University will reimburse the Consultants personally and directly for travel expenses of transportation, lodging, meals and selected miscellaneous expenses in accordance with University travel regulations.

VII. Governing Regulations

The validity, construction and effect of this contract shall be governed by the Equal Opportunity Clause - HEW 385, the laws of the State of Maryland, USOE Grant Terms and Conditions, and University of Maryland travel regulations. (Documents attached)

COMMONWEALTH LEARNING, INC.

1300 JANNEYS LANE, ALEXANDRIA, VIRGINIA 22302
(703) 370-4800

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DRAFT
8/1/73

PROPOSAL

for

THE DESIGN OF A PROCESS AND PRODUCT EVALUATION OF THE REGION III STAFF DEVELOPMENT PROJECT FOR FY 1974

CONTENTS

I. Overview

Design and Theory

II. Project Objectives

Criteria
Instrumentation
Possible Outcomes

III. Data Collection and Analysis

Instrument Administration and Reporting Schedule

IV. Some Guidelines for Evaluating this Project

COMMONWEALTH LEARNING, INC.

I. OVERVIEW

Design and Theory

The evaluation design of the Region III Staff Development Project (hereinafter referred to as the Project) for fiscal year 1974 has been developed as an effort to deal with critical problems -- the internal dynamics -- to provide the necessary information needed by the Director and staff to operate the Project efficiently. In developing this design, we initially viewed the Project in terms of three specific areas: effort, effect (are objectives being reached? can effects be attributed to specific parts of the program?), and efficiency (the relationship of effort to effect).

Evaluation functions can be viewed in terms of the following categories:

1. Descriptive
2. Providing feedback
3. Instructional
4. Transactional
5. Summative

This proposed design incorporates descriptive, feedback and summative evaluation functions using a number of different

mechanisms:

Questionaires

Checklists

Workshop evaluation forms

Participant information forms

Regional profiles

We do consider the summative function of this evaluation design to be premature in light of the fact that the Project is only now entering its second year of operation. A conclusive summative or product evaluation should not, in our opinion, be conducted until the end of the third year of operation (stated another way, we do not believe that definitive conclusions should be drawn until the end of the third year of project operation). Interim summative evaluations can be made at designated intervals prior to that time if all involved keep firmly in mind the particular stage of the Project's development at the time the evaluation is made.

Maurice J. Eash in Transactional Evaluation describes with some accuracy a part of the basic evaluation theory from which we operate and upon which we have built this design when he writes,

> Evaluation must be more than a technical matching of designs to projects. Evaluation must be linked to some of the concepts emerging from the field of Organization

Development, whereby information is seen as an integral part of the decision-making process. However, it is not enough merely to collect information. First the information needed has to be identified, next garnered, and then fed back into the project through a process that the project agents would recognize and accept.

If evaluators are willing to interact with project planners early, before project models become rigid and their sponsors defensive, evaluation and project design may be interwoven. But this function will require of the evaluator a different stance and role. The assumption that the evaluator has a packaged design that he can implement without consulting the project team is to be rejected. A more sustained relationship, which will provide a channel for mutual exchange of information must be formed, so that the evaluation design can be mutually built and carried out.

Some Varying Perspectives on Evaluation

As a decision cannot be said to have been effectively made until it is fully carried out, so too, an evaluation may not be considered as complete until it is shared with and accepted by all those being evaluated. The process of evaluation involves some fairly complex issues of group dynamics and inter-personal relations. It is one thing to transmit the evaluation information in a way that is acceptable and helpful; it is entirely another thing to simply make an evaluation.

All of us have differing perceptions of reality, these perceptions are real for us, and whether or not they are correct or incorrect, we do act on them -- they steer or direct our behavior. If we receive "evaluative" information from another person or group and

this information does not match our perception of the situation, we will tend not to accept the information presented. For this reason, the subject of evaluation must always be approached with caution.

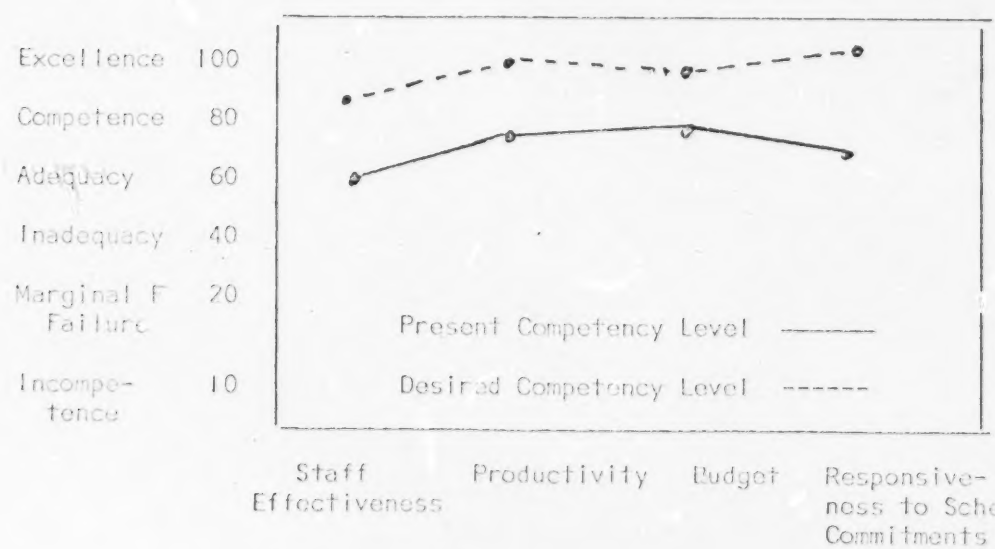
Let us look for a moment at the psychological impact of the term "evaluation." The term seems to imply judgement, criticism, or even measurement; the process of applying value judgements to people and situations. We can relieve some of the tension in this term if we think of it more as a term to describe rather than judge the kinds of outcomes, conditions, problems, or situations that exist after a program has been planned, designed and implemented. Perhaps a term that would be closer to conveying the meaning intended would be "visualization," rather than "evaluation." This term implies looking "at" and looking "ahead" simultaneously, rather than looking backward in the sense of exercising judgement. In reducing the psychological tension that emerges from judgemental behavior, we can approach the process of evaluation as an aid to personal growth and development.

While caring for the needs of the individual in regard to transmitting evaluative data in a non-threatening or non-judgemental way, we must not lose sight of the needs of organizations -- in this case the Project -- for information on program progress, efficiency of operations, cost-effectiveness and manpower utilization. Because of these needs, it is also worthwhile to view

program management from the standpoint of measurement or testing.

Testing implies that some assumptions must be made about norms. What is the desired state of affairs, the end product, the goal desired, and how do we attain it? It would seem that before these normative assumptions could be utilized, they would have to be validated or checked to determine if they were commonly shared by all those responsible for guiding or leading an organization. In the process of validating organizational norms, the needs of the various organizational units would tend to surface. This may be a critical need of the Project at this point in time. As these needs would most likely indicate variances from the desired state of affairs, a "performance gap" would start to emerge and an organizational competency model could then be prepared.

Organizational Competency Model



While specific criteria for measurement would have to be agreed upon within the Project to make a competency model of this type operational, the existence of attainable targets or organizational goals that were clearly identified and related integrally with individual and group needs would enable the Project to become much more responsive to its problem areas as it became clear that the lack of fulfillment of an individual's needs negatively affects the performance of the group to which he belongs and, in turn, places a burden on the organization in meeting its own needs and impedes closing the gap between present and the desired state of affairs. The question, "What is required of the Project to be competent?" comes before the question, "What are the goals and objectives of the Project?". It is the failure to ask the prior question that causes many programs of management by objectives to get into difficulty.

The questions and issues involved in developing an organizational competency model for the Project must be raised and faced at some point in time, we believe, if the Project is to continue to develop and grow as it has in the past. At the same time, we recognize the reality of the fact that goals and objectives have been stated, they do exist, and funding agencies do require an assessment of progress toward these goals and objectives. We have attempted to build an evaluation design that might meet the specific management information needs of the Project Director, staff

and advisory councils. We have not attempted to build an organizational competency model, for though we feel this is important, time and resources are limited and the need for the information concerning program objectives is at this time more immediate. We do recommend Project consideration of the model, however, should resources become available for its implementation.

Our first effort at building an evaluation design for the Project was based on a theory developed by A. Jackson Stenner which he calls "information-based evaluation." We eventually discarded this technique as being less than useful for a project already underway. The proposed design which follows is the result of six months of interaction with the Project Director and, to a limited extent, with the Project staff. Because we believe that the entire staff must be much more involved in the development of any final evaluation design than they have been to date -- indeed, that everyone who is to be in any way involved in the Project and thus in its evaluation should be involved in the development of the final design -- we submit the proposed design as an initial proposal which must now be massaged by the Project staff, the Advisory Council, Staff Development Specialists, HEIs and the evaluation consultant together to make it a useable management tool.

In summary, we believe that evaluation should denote the following

three components:

1. Discovery of what change has taken place.
2. Exploration of how such discoveries are applicable to other settings and circumstances.
3. Re-assessment of individual needs, interests, and values in light of such change and applications.

Evaluation is not, we believe, a matter of merely testing to discover what was not learned, or observing to determine what was not changed. In adult education and training, the concern today is for the worth of the program in question -- the degree of efficiency and effectiveness of the program in terms of criteria established by the evaluator and Project jointly. Evaluation should function as a feedback resource for the Project staff, providing them with the data necessary for their own continued improvement as effective facilitators of adult education programs.

II. PROJECT OBJECTIVES

The following objectives are quoted directly from the proposal submitted to the U. S. Office of Education, DHEW on November 30, 1973 by the Region III Adult Education Staff Development Project for fiscal year 1974 funding. Each objective is discussed, criteria defined if necessary for the purpose of evaluation, and instrumentation and possible outcomes suggested for determining objective accomplishment. We recommend that final decisions concerning criteria should be made by Project Director and Staff.

OBJECTIVE #1

"To establish at least one adult education staff development program in an institution of higher education in each state to reflect the geographic, racial and cultural needs of the region."

The establishment of the programs can be determined by observation at the end of the fiscal year. Whether or not these programs reflect the geographic, racial and cultural needs of the region will be determined by use of the following criteria:

A. Is the institution of higher education willing to establish off-campus programs as demonstrated by the establishment of at least one program?

B. Does the institution serve the minority/ethnic groups existant in its immediate area as demonstrated by a comparison of the student population to the population of the immediate area?

C. Does the institution have or is it willing to develop the expertise needed to establish an adult education staff development program -- as demonstrated by an assessment of the staff involved in the programs which are established?

D. Is the tuition for the staff development program reasonable; if the tuition is high, what efforts has the institution made to lower the tuition or provide some type of student financial aid?

Instrumentation

A questionnaire will be developed by the evaluator, Project staff and HEIs to collect the above data from each institution of higher education in the region twice, in January, and June, 1974. The data will be collected, compiled and analyzed by the evaluator and reviewed by Project and advisory personnel.

Possible Outcomes

This data should give the Project Director and staff as well as the Regional Planning Council an indication of: the degree of commitment and involvement of each HEI; whether or not adult education staff development programs are being set up; problems in establishing these programs which might involve inabilities to serve racial or ethnic groups, inabilities to hire or develop the needed expertise, and/or inabilities to lower high tuition or provide other financial aids to the students.

OBJECTIVE #2

"to build staff development capability within each State Department of Adult Education which will continue and expand after the completion of this three-year project"

Evaluation of this objective will involve three phases: 1) The in-depth study of staff development needs and resources conducted during the 1972-73 Project year will be used as baseline data to determine what staff development capability actually exists at this time in each State Department of Adult Education (see Program Objective 2, p. 16, November 30, 1972 proposal to the U. S. Office of Education from the Region III Adult Education Staff Development project). 2) Evaluation of the process of building staff development capability will be carried out through feedback from each State concerning the Staff Development activities of each state. 3) A determination of the extent to which staff development capability has been built within each State Department of Adult Education as a result of this project year will be made through a year-end follow-up study of Staff development needs and resources.

Instrumentation

1) Based on the study which has been conducted of staff development needs and resources, a checklist will be developed by the evaluator and Project Staff, defining both resources and needs as they existed at the time of the study.

2) A simple qualitative workshop evaluation form will be developed by the evaluator and staff for use by each State Department of Adult Education for each staff development activity. One copy of this form will be kept by the individual State Departments, and one copy sent to the Regional Project Office after the conduction of each activity.

3) Using the checklist developed to define existing needs and resources, the evaluator and staff will determine the status of needs and resources in each state in January and June of 1974.

Possible Outcomes

This data should provide:

An indication of current staff development training needs

An indication of available resources

An indication of the types and quality of staff development activities being conducted in each state, the number of people involved -- and whether or not the activities are

meeting training needs -- while the training is going on

An indication of the degree of expansion of a state's staff development capabilities during the project year

An indication of the increase in quality of a state's staff development capability during the project year

OBJECTIVE #3

"to develop a commitment to and methodology for, the maintenance of an on-going State Plan incorporating a regional concept of staff development"

Proposed criteria for determining the development of commitment and methodology are as follows:

1) Are HEIs accepting credits across institutional and state lines?

2) Are various categories of personnel being sent across state and institutional lines; what are the categories?; how many people are involved; what is the purpose of the activities in which they are involved?

3) Has a permanent Regional Planning Council been developed?

4) Are particular areas of expertise being shared across state lines? What, how, how frequently, etc.?

5) Have HEI and State Department financial contributions to the program increased?

6) Has HEI and Staff development staff time for project increased?

7) Have time and money commitments been established by July 1, 1974?

Instrumentation

1) An assessment will be made of the current status of each state in terms of the above criteria at the start of the new project year.

2) Using the same questionnaire developed for the first objective, data will be collected in January and June, 1974 to determine progress. Data will be collected and analyzed as described under Objective 1.

Possible Outcomes

This data should provide:

Further indication of degree of commitment of each state to the regional concept of staff development as it develops over the course of the project year

An indication of problem areas which may be encountered by institutions and organizations in moving people between universities and across state lines to meet identified needs

An indication of problem areas which may be encountered by individuals as they attempt to move between institutions and across state lines

An indication of the ability and willingness of each state to commit to and maintain State Plans incorporating a

regional concept of staff development -- and reasons for the degree of commitment of each

OBJECTIVE #4

"to develop complementary areas of expertise in adult education among participating programs, agencies and organizations; develop broad capabilities to implement coordination of staff development on both a regional and state-wide basis"

To determine whether or not such complementary areas of expertise are developed during the project year, an assessment must first be made of what status currently exists in this regard. Criteria for determining the development of "broad capabilities to implement coordination of staff development on both a regional and state-wide basis" may then be used, and are proposed as follows:

1) Are mechanisms available to share expertise? Has the role of the regional office facilitated this as far as the crossing of state lines is concerned? How?
2) Have state teams developed? In what ways? What is their role?
3) Has an SDS team developed? What is its role and its relationship to the Regional Project Office?
4) Is information shared which can be actually used for problem-solving? How? What is it? In what ways can

it be used? How much is shared; how frequently? By whom?

Instrumentation

1) Assessment of the current status of complementary areas of expertise in adult education among participating programs, agencies and organizations will be conducted by the Project staff with technical assistance as required by the evaluator.

2) A questionnaire -- probably similar in format to the questionnaire which will be developed for the HEIs -- will be developed to collect information from the State Departments of Adult Education in January and June, 1974. This questionnaire will collect information from each state concerning the above criteria.

3) The data collected from the June, 1974 questionnaire will be compared to the data collected under item 1 above to determine progress toward this objective as a result of the project year.

Possible Outcomes

This data should provide:

An indication of the degree to which expertise is shared across state lines and between organizations

An indication of the problems which state teams the SDS team and/or the Regional Project Office might encounter in coordinating staff development on both a regional and state-wide basis

An indication of the usefulness of the regional staff development program to individuals and local programs

An indication of the success of regional and state-wide staff development and the workability of regional coordination

OBJECTIVE #5

"to provide readily accessible educational opportunities in local areas; establishing a highly trained base of local leadership in adult education consonant with the racial and cultural composition of the area"

In order to evaluate this objective with any degree of objectivity, a certain amount of baseline data must be established. The Project has collected much information in its efforts to determine staff development needs and resources, and this data can no doubt be used to form a part of the baseline data needed here. It may also be necessary, after analyzing the data at hand, to seek additional sources of information. After collecting this baseline data, the following criteria are proposed for use:

1) Are educational opportunities available and accessible where needs exist throughout the region?
2) Where do areas of need still exist?
3) What is the competency level of local adult education leadership? (The assumption is made that competency levels will be established by the Project for the purpose of evaluation.)

4) Is the local leadership reflective of the racial and cultural composition of the community it serves?

Instrumentation

1) At the start of the project year, collect baseline data and develop a profile of the region depicting different types, levels and degrees of accessibility of adult education programs as well as areas of need.

2) At the start of the project year, using information already collected by the Project, develop a profile of the region depicting competency levels of adult education leadership and noting the reflectiveness of the leadership to the racial and cultural composition of the community served.

3) Every three months during the project year, compile the participant information sheets collected by the Regional Project Office from each state's activities, and up-date or revise the leadership profile.

4) In June, 1974, reassess the region as to the available adult education programs and compare this data with the data collected in item 1 above to determine the change in status which has been brought about during the project year.

Possible Outcomes

This data should provide:

A picture of the status of adult education programs in the region and the accessibility of these programs to the people they are designed to serve

An indication of areas where programs are needed or where programs need to be made more accessible

An indication of the level of competency of adult education leadership in the region

An indication of whether or not the local leadership is potentially reaching their clientele

An indication of the success of the regional staff development project

OBJECTIVE #6

"to relate systematically to other adult education activities such as: professional organizations, State AE Advisory Councils, professional training programs, COP, WIN, MDTA, AMIDS, inter-agency public and private programs"

A minimal level of Staff development activity contacts for various categories of other adult education activities will be established by the Project Director, Staff and advisory Council. Data will be collected for all Staff development activities in the region regarding number of contacts and regarding each contact in terms of:

1) Type of involvement

2) Type of people involved

3) Reasons for involvement

4) Initiator of contact

Instrumentation

1) One section of the Workshop Evaluation Form (see Objective #2) will request that the staff development activity coordinator indicate the number and types of other adult education agencies or organizations contacted or invited to take part in the activity being evaluated, the type of involvement requested of each agency and the number and type of persons that were actually involved. As stated earlier, this form will be sent after each staff development activity is completed to the State Department of Education and the Regional Project Office. This data will be compiled monthly by the regional Project staff.

2) All adult education personnel will be polled at the start and again at the end of the project year concerning membership and involvement in: one of the professional adult education associations; other professional organizations; other adult education activities.

Possible Outcomes

This data should provide:

An indication of the level of commitment of the adult education practitioner in the region to continued development as an adult educator

An indication of the level of commitment of local programs to continued staff development

An indication of the level of involvement of other adult education associations and organizations in regional staff development activities

An indication of areas where increased involvement of staff development activities with other agencies and organizations might strengthen the regional staff development program

OBJECTIVE #7

"to increase the number, scope, and quality of training resources in each State"

Instrumentation

1) Using the in-depth study of staff development resources and needs which has been conducted in each state, and the regional profiles developed under Objective 5, establish the baseline data regarding the current status of "number, scope and quality of training resources in each State".

2) Using the data collected under Objective 2 and Objective 5, at the completion of the project year, determine the extent of increase in number, scope and quality of training resources in each State.

Possible Outcomes

This data should provide:

An indication of change in number, scope and quality of training resources in each State

An indication of areas in any State where additional resources and/or support might be provided from the Regional Project Office to increase number, scope and quality of the training resources

OBJECTIVE #8

"to enhance the status of the Adult Education Division within the State Department of Education, encouraging the direction of State and local funds into adult education staff development;"

Proposed criteria for determining enhancement of status are as follows:

1) Should the level of the Adult Education Director in the State bureaucracy be raised? If so, at the end of the project year, has it been?

2) Does Adult Education receive an appropriate (for each State) share of the State budget?

3) Does the Adult Education Director have flexibility to operate his department as he wishes -- within and without the State? Is he/she reasonably autonomous?

4) What percent of local funds are directed into adult education staff development activities?

Instrumentation

1) At the start of the project year, each State Director will be surveyed to determine the status of the above criteria. This survey will be made by the persons and mechanisms which and Project staff and Advisory Council deem most appropriate.

2) At the completion of the project year, a follow-up survey will be conducted by similar methods and personnel to determine changes which may have occured during the project year.

Possible Outcomes

This data should provide:

An indication of the status of each Adult Education Division within each State Department of Education at the beginning of the project year

An indication of any changes which may have taken place during the project year in this status -- which may be attributed to the Regional Project

An indication of the level of local funds going into AE staff development and any changes in this level which might be attributed to the Regional Project

OBJECTIVE #9

"to develop a training model based on the description of roles, functions and tasks for all adult education staff."

Referring to the specific Regional Project Objectives stated on page 20 of the current proposal, and based on the fact that the training model described in Objective #9 has been developed, the following revision in Objective #9 is suggested:

> "to continue to refine the training model based on the description of roles, functions and tasks for all adult education staff."

Criteria for determining continued refinement are proposed as follows:

1) How useful is the model? (to the staff development specialists; local coordinators; teachers)

2) Have other methods of using the model been tried? (Such as tapes or learning packages?)

3) Has the model been used for the development of an increased scope of adult educator roles?

4) How has the model been changed for implementation at local levels?

Instrumentation

1) The Workshop Evaluation Form will be used to determine usefulness of the model to participants and implementors

at the local level. THis form will also have a section requesting information on different uses of the training model, roles involved in the training activity, other methods used, etc.

2) A Final Evaluation Questionaire will be used at the end of the project year to gather information from all personnel in any way involved in use of the model during the year, concerning their objective and subjective assessment of the model and recommendations for changes and improvements.

Possible Outcomes

This data should provide:

An indication of the usefulness of the model as it currently exists

An indication of changes made to improve the model's usefulness

An indication of the scope of the model's use

An indication of the feelings of those using the model about its use and usefulness

An indication of the efficiency of the model

III. DATA COLLECTION AND ANALYSIS

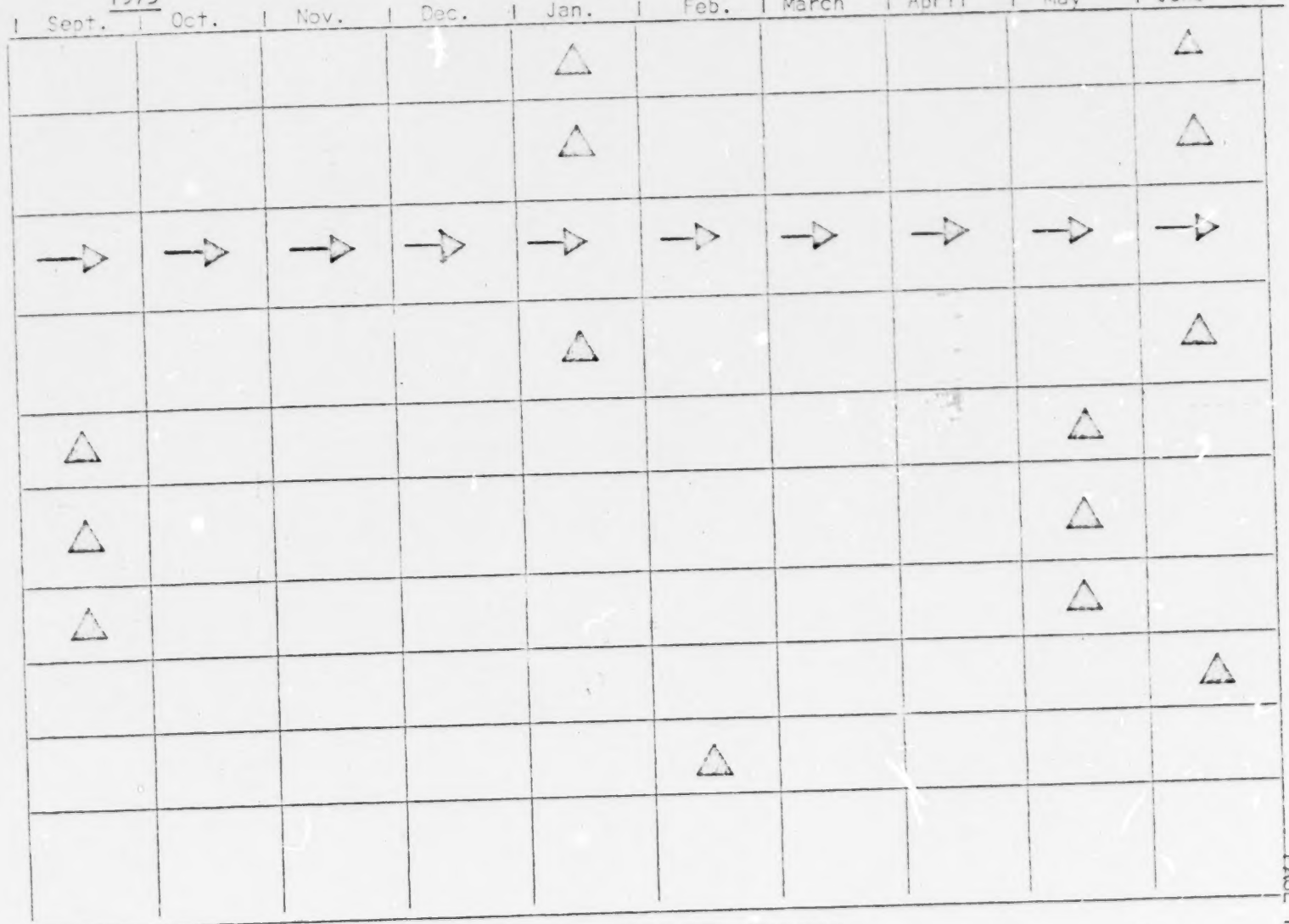
Instrument Administration Schedule

1. HEI Questionaire - January and June, 1974
2. Need and Resource Checklist - January and June, 1974
3. Workshop Evaluation Form (or, Staff Development Activity Evaluation Form) - to be used after each Staff Development activity
4. Assessment of status of complementary areas of expertise - September, 1973 and May, 1974
5. State Department of Adult Education Questionaire - January and June, 1974
6. Regional Profile of Available Programs - September, 1973 and May, 1974
7. Regional Profile of Leadership Competency - September, 1973 and May, 1974
8. Personnel Involvement Poll - September, 1973 and May, 1974
9. Final Evaluation Questionaire - June, 1974

The data will be collected and analyzed by the evaluator/evaluation team and Regional Project staff personnel as is deemed appropriate by the evaluator, Project Director and Advisory Council. Also, where appropriate, data will be fed back on a schedule to be jointly agreed upon by the evaluator, Project Director and staff. An Interim Evaluation Report will be submitted by the evaluator to the Project

Director on or before March 1, 1974 and a Final Evaluation Report will be submitted to the Project Director on or before August 1, 1974.

ADMINISTRATION & PORTING SCHEDULE



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IV. SOME GUIDELINES FOR EVALUATING THIS PROJECT

In summary, we would propose Bob Fox's guidelines for diagnosing a school's climate as highly appropriate for evaluating this project. The way data are gathered and the extent to which others are involved in the data gathering and analysis can have important positive, or negative effects on the Project. There are no hard and fast rules for when and how to do this. The following guidelines are suggested, and while they imply that certain approaches are most often wise, there can be exceptions to each one. Because of the exceptions, Fox has labeled them guidelines rather than rules.

1. The people from whom information is being gathered are aware of why it is being gathered.
2. The persons affected by the staff development model believe it is important that this information be gathered.
3. They know about and agree to the way the information is used.
4. They have helped to determine the need for gathering the information.
5. They have helped to determine the matter in which the information is being gathered.
6. They are helping to gather the information.
7. They are involved in analyzing and interpreting the information as part of the evaluation process.
8. They are involved in considering actions which seem indicated by the evaluation.

9. The evaluation efforts are being conducted at times when they can be viewed constructively by all concerned, rather than as a threatening move made by one faction of a potential conflict situation.

10. The evaluation effort is realistic in scope; it can conceivably contribute to an improvement in effort.

11. The evaluation effort does not compete unrealistically with other time and energy demands.

12. The results of the evaluation are communicated to various groups in a manner which motivates constructive action, rather than mobilizing resistance to improvement.

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REFERENCES

Fox, Robert S. and others, Diagnosing Professional Climate of Schools. Fairfax, Virginia: NTL Learning Resources Corp., Inc., 1973.

Ingalls, John D. and Joseph M. Arceri, A Trainers Guide to Andragogy. Waltham, Massachusetts: Data Education, Inc., 1972.

Rippey, Robert M., ed., Studies in Transactional Evaluation. Berkeley, California: McCutchan Publishing Corporation, 1973.

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The Higher Educational Institutions

The higher educational institutions participating in this project were selected by the State Directors and the State Planning Committees in each State. The following criteria were used as guidelines for the selection of these colleges and universities in the Region.

a. Geographical - Locational

1. Equal distance in miles between HEI's.
2. Location in relation to State Dept. of Adult Education (SDAE) -- If possible HEI should be located near the SDAE.
3. Location in an area where largest percentage of AE staff are located.
4. Urban - rural make - up of state.
5. Consideration of areas of other states in the region which cannot be served by the other state.

b. Racial - Cultural

1. Consider the "cultural and linguistic characteristics of the region".
2. Selection of HEI in relation to the match between its racial orientation and the predominant racial composition of the area.
3. Establish a reasonable balance of minority oriented and majority oriented HEI.

c. Commitment to Project

1. Agreement with the objectives and approaches of the project.
2. Agreement by the HEI to establish a degree (graduate or undergraduate) program at least by the beginning of the third year (see Appendix D) of this project. The graph (Appendix D) shows a possible funding support relationship between the Regional

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Project and local HEI.

3. Ability and willingness of HEI to support the project in the percentages listed in Appendix D.

d. Ability to Achieve Project Objectives

1. Consideration of staff ability in terms of (a) HEI program with prior experience, (b) a particular staff member with special ability, (c) administration with ability to set up new program.

2. "Fit" between administrative structures of HEI and Project.

In addition, the criterion for financial commitment was refined to include a four-year plan for financial support by the HEI. This commitment is presented in graph form in Appendix D. Some of these criteria are contradictory to others and individual States had to develop plans accordingly. It is not the responsibility of the HEI to provide overall financial support for the State staff development project in 1975 - 76; however, it is the responsibility of the HEI to assume the major financial support of the HEI Graduate/Undergraduate Program in the fourth year.

NAME:

ADDRESS:

LOCATION OF ABE PROGRAM:

FOLLOW-UP:

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A GUIDE FOR LOCAL

ADULT EDUCATION PROGRAM EVALUATION

Dr. Robert E. Snyder
Director, Center for Adult Education
Temple University

REGION III ADULT EDUCATION STAFF DEVELOPMENT PROJECT
CONFERENCES AND INSTITUTES DIVISION UNIVERSITY COLLEGE
UNIVERSITY OF MARYLAND, COLLEGE PARK, MARYLAND

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AREAS OF EVALUATION

The following material was prepared for the Staff Development Project by Dr. Robert E. Snyder, Temple University, as a result of information gathered at the Administrators' Conference, held in September 1972 and the Evening Regional Workshops conducted throughout the State during the month of October 1972.

During the first year of the project, local administrators and program directors have indicated to the project staff that the need exists for more comprehensive program evaluation in addition to that which is required at the Federal level. We will be attempting to ascertain whether or not this is a workable model and will be contacting you in the fall for your reactions as to its effectiveness and usefulness at the local level.

It is not the intention of the Staff Development Project to evaluate your program. It is hoped that the application of this particular evaluation tool will enable the local director to take a closer look at his or her program, discover its areas of strength and weakness, and as a result, have a basis from which to promote change and effect growth in a more positive manner for future programs.

Meredyth A. Scott
Staff Development Specialist

April 23, 1973

AREAS OF EVALUATION

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A. Local Acceptance

1. Superintendent or Intermediate Unit Director - Has he visited or participated?
2. Board of Education or Directors - What do they know about program? What should they know?
3. Public at large - How aware are they?
4. Local advisory council - Do you have one? If not, would it be beneficial?
5. Are the program's objectives and philosophy written?
6. Have the objectives and philosophy been disseminated to Superintendent or Intermediate Unit Director and Board members? Local staff?

B. Recruitment - Are you operating at capacity? Do you have to turn away applicants?

1. Use of mass media.
2. Use of personalized resources.
3. Use of current students.
4. Have various target groups been identified?
5. Have they been contacted? How?
6. Are you drawing from all target groups or selected ones?
7. Are recruitment methods responsive to local situation? Migrant, rural, inner-city?
8. Articles in paper on successful students?
9. Local graduations or recognition program covered by news media?

C. Utilization of Local Resources

1. Have you identified local resources useful to any phase of your program - Health, Welfare, Senior Citizens, News media, Radio, T.V. stations, Labor groups, Department of Labor, H.U.D., Civic and social organizations, Penal institutions, Area Voc-tech schools, Citizen groups, Religious organizations, Mental hospitals, Model cities, OIC, etc? Local businesses and industries?
2. Do you have contact people identified in each organization, group, institution?
3. Have you identified various ways each can contribute (recruitment, referral, general support, volunteers, other services)?

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COMMENTS

A. Local Acceptance

B. Recruitment

C. Utilization of Local Resources

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D. Staff Development

Selection of Staff

1. Who interviews prospective staff?
2. Does the adult education director have a voice in the final hiring decision?
3. What criteria are used in selection?
   a. Personal characteristics.
   b. Professional preparation and/or certification.
   c. Previous experience in working with adults.
4. Are job descriptions or areas of responsibility spelled out?

On-going Staff Training

1. What means are used to determine staff training needs?
2. Who is responsible for establishing staff training needed?
3. How are staff training needs met?
4. Are all staff expected to participate in formal training sessions (in-service, Saturday sessions, etc.) as a condition of employment?
5. Does administrative policy support individual staff development activities (reading, small interest group discussion, sharing of resources and techniques)?
6. Is mechanism there to allow for sharing and discussion?
7. Do you have a professional library? Does staff have easy access to it?

E. General Program Inquiries

1. What are the drop-out rates for the various levels of Adult Education (Level I, II, Pre-GED, ESL, etc.)?
2. Is follow-up of absent students a routine part of some staff member's responsibility?
3. Is follow-up of drop-outs a routine part of some staff member's responsibility?
4. Is the procedure for follow-up clearly defined for all staff members?
5. Are the students informed of the follow-up procedures?
6. If a follow-up routine is used, briefly describe.

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COMMENTS

D. Staff Development

Selection of Staff

On-Going Staff Training

E. General Program Inquiries

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F. Diagnostic Areas

Orientation and Counseling

1. Do all students receive an orientation to the program, its objectives and what it stands for (philosophy)?
2. Who has this responsibility for student orientation?
3. Are the academic, vocational and social counseling services available to students?
4. Are these services adequate in terms of time and location?
5. Are the students aware of these counseling services?
6. Is the instructional staff aware of these counseling services?
7. Do counselors regularly visit classes to become acquainted with students, and to let the students know the counselor does exist?
8. Is the counselor used as a resource person in the classroom (guidance-counseling related social living skills activities)?
9. Is the description of counseling services a regular part of each instruction cycle or sequence?
10. Is each teacher or aide aware of the stated goals or interests of each adult learner?
11. Has a system of peer counseling been established?

Testing

1. Are all testing situations (formal and informal) preceded by a description of what will happen and why?
2. Are formal testing situations preceded by warming-up informal methods?
3. Does the testing program provide adequate information about the student for the instructional staff?
4. What information is most essential at what stage of the adult's learning experiences?
5. Is the staff aware of a variety of informal and formal methods of diagnosis?
6. Are the various methods of diagnosis available for review by the staff?
7. Who selects what method(s) of diagnosis will be used?

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COMMENTS

F. Diagnostic Areas

Orientation and Counseling

Testing

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8. Are the students' test data (formal or informal), analyzed for areas of weakness and strengths rather than for gross grade placement scores in reading, comprehension and computational skills?
9. Are the results of test data (formal and informal) coupled with the results of interviews with counselors, teachers and aides and compiled in a student folder for handy reference?

Prescription Area

1. Is the instructional sequence for adult learners established by objectives? By levels and the necessary materials without regard to instructional objectives? By subject matter area? By combinations of the above? Please specify.
2. What is the predominant method of instruction: Group? Individualized?
3. If the group method is used predominantly, are individual differences (pace, ability and interest) taken into account? If so, how?
4. If the individualized method is used predominantly, are group processes (communications skills especially) and group identification fostered? If so, how?
5. Are a variety of instructional techniques evident in normal class activities (lecture, discussion, role-playing, brainstorming, buzz groups)?
6. Are the instructional techniques chosen because they help achieve the desired learning?
7. Are they chosen to enliven the class activities and provide varied learning experiences?
8. Are suitable resources (books, pamphlets, films, projector film-strips, community resource people, etc.) available for planned learning experiences?
9. Do mechanisms for instructional evaluation exist? If yes, please specify.

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COMMENTS

Prescription Area